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ABSTRACT

This resource guide informs state policymakers about the magnitude of the adolescent parenthood phenomenon and the services needed by adolescent parents to help them participate in the labor market. It also provides resources for serving adolescent parents. Statistical background is presented first. Consequences associated with adolescent parenthood are then discussed, including less education, reduced employment opportunities, increased risk of divorce and poverty, psychosocial consequences, effects on the young mother's family, consequences for the young father, implications for the children of adolescent parents, and costs to society. Lists are also provided of personal and environmental obstacles to labor market participation by adolescent parents. A history of services to adolescent parents covers national as well as state and local efforts. The following section identifies some resources at federal, state, and local levels that have been tapped to provide assistance to programs for adolescent parents. A catalog of innovative programs for adolescent parents contains abstracts describing comprehensive programs for adolescent parents, all of which encourage employability development. Strategies for improving service delivery to adolescent parents are then suggested. An appendix contains descriptions of federal programs that may be accessed to provide services to adolescent parents. (YLB)

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A GUIDE TO EMPLOYMENT AND TRAINING FOR ADOLESCENT PARENTS

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Consortium on Education for Employment
December 1981

This guide is part of a set of documents developed by the Consortium on Education for Employment (formerly the CETA/Education Consortium) dealing with issues in the education and training of vocationally-at-risk youth for employment.

The Consortium is a working group of state-based organizations whose efforts are geared toward state-level policy-makers. The member organizations are:

American Council on Education
American Vocational Association
Council of Chief State School Officers
Education Commission of the States
National Association of State Boards of Education
National Conference of State Legislatures
National Governors' Association

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TABLE OF CONTENTS

	PAGE
LIST OF TABLES	iv
LIST OF FIGURES	v
DEFINITIONS	vi
INTRODUCTION	1
STATISTICAL BACKGROUND	3
CONSEQUENCES ASSOCIATED WITH ADOLESCENT PARENTHOOD	11
Less Education	11
Higher Subsequent Fertility	13
Reduced Employment Opportunities	13
Increased Risk of Divorce	14
Increased Risk of Poverty	14
Psychosocial Consequences	15
Effects on the Young Mother's Family	15
Consequences for the Young Father	16
Implications for the Child(ren) of Adolescent Parents	17
Costs to Society	18
OBSTACLES TO LABOR MARKET PARTICIPATION BY ADOLESCENT PARENTS	21
Personal Obstacles	21
Environmental Obstacles	22
HISTORY OF SERVICES TO ADOLESCENT PARENTS	25
National Efforts	25
State and Local Efforts	27
AVAILABLE RESOURCES FOR SERVING ADOLESCENT PARENTS	29
Federal Programs	29
State Resources	29
Local Resources	37

TABLE OF CONTENTS (Continued)

	Page
CATALOG OF INNOVATIVE PROGRAMS FOR ADOLESCENT PARENTS	39
Baltimore, Maryland	39
Albuquerque, New Mexico	40
Salem, Oregon	41
U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU PROGRAMS (Solo Parent Initiatives)	43
SUGGESTED STRATEGIES FOR IMPROVING SERVICE DELIVERY TO ADOLESCENT PARENTS	47
SUMMARY	49
APPENDIX: FEDERAL PROGRAMS WHICH MAY BE ACCESSED TO PROVIDE SERVICES TO ADOLESCENT PARENTS	51
Adult Education - Grants to States	53
Bilingual Education	54
Career Education	55
Community Education	56
Vocational Education - Consumer and Homemaking	57
Social Services for Low Income and Public Assistance Recipients	58
Child Welfare Services - State Grants	59
Medical Assistance Program	60
Family Planning Projects	61
Program for Education of Handicapped Children in State Operated or Supported Schools	62
Handicapped Early Childhood Assistance	63
Handicapped Preschool and School Programs	64
Administration for Children, Youth and Families-Head Start	65
Improvement in Local Educational Practice	66
Vocational Education - Basic Grants to States	67

TABLE OF CONTENTS (Continued)

	Page
Vocational Education - Program Improvement and Supportive Service	68
Vocational Education - Special Needs	69
Special Supplemental Food Program for Women, Infants, and Children (WIC)	70
Comprehensive Employment and Training Programs (CETA)	71
Assistance Payments-Maintenance Assistance (State Aid)	72
Adolescent Pregnancy Prevention and Services	73
FOOTNOTES	75
BIBLIOGRAPHY	79

LIST OF TABLES

	Page
Table 1 - Live Births by Age of Mother, Live-Birth Order, and Race: United States, 1977	4
Table 2 - Births to Teens - by State, 1977	5
Table 3 - Total Fertility Rates and Birth Rates by Age of Mother, By Race: United States, 1970-78	7
Table 4 - Occupation of Employed Persons, by Sex, Race and Hispanic Origin, 1978	10
Table 5 - Percent Distribution of Live Births by Years of School Completed by Mother, Age of Mother and Race: Total of 47 Reporting States and the District of Columbia, 1978	12
Table 6 - Percentage Distribution of Mothers Aged 14-30 Living in Households Receiving and Not Receiving AFCD Payments in 1975, by Age at First Birth, 1976	20
Table 7 - Percentage of Mothers Aged 14-30 Living in Households Receiving AFDC Payments, by Age at First Birth and Race, 1976	20
Table 8 - Examples of Federal Funding Sources Which May Be Accessed to Provide Services to Adolescent Parents	31
Table 9 - States Which Have Developed Statutes, Policies, Regulations, Resolutions, Action Statements and/or Program Plans Specifically Focused on Adolescent Parents	34

LIST OF FIGURES

		Page
Figure 1	- Birth Rates by Age of Mother: United States, 1950-78	6
Figure 2	- Earnings of Year-Round, Full-Time Workers with Four Years of High School Completed, by Age, Race, and Sex, 1978	9

DEFINITIONS

For purposes of this paper, the following definitions will be used:

Adolescence	-	that period of time in life which spans the onset of puberty to but not including age 20. (Most information on adolescent childbearing covers this age range.)
Adolescent Parents	-	men and women up to the age of 22 who became parents during adolescence.
Comprehensive Program	-	a range of services which assist young parents entering the labor market.
Employability Development or Training	-	training designed to assist an individual to develop attitudes, knowledge and skills which will help him/her find and keep a job (positive self-image; grooming; job-coping skills such as good work habits, interpersonal skills and decisionmaking skills; etc.)
High-Risk Youth	-	youth up to the age of 22 who face greater than average obstacles to labor market participation, for example, economically disadvantaged youth; youth who lack basic educational skills; youth with language barriers; adolescent parents, etc.
Job Skills	-	training in specific skills related to performance of a particular job.
Prevention	-	a means of keeping something from happening. In the literature on adolescent childbearing, prevention refers to actions taken to deter adolescent pregnancy and high-risk births.

INTRODUCTION

The timing of the first birth is of crucial importance in the life of a young woman, because the need to take care of a baby limits severely her ability to take advantage of opportunities that might change her life for the better. The problems posed by birth to an unmarried woman are especially serious.

> The girl who bears a child out of wedlock at the age of 16 suddenly has 90% of her life's script written for her. She will probably drop out of school; even if someone else in her family helps to take care of the baby, she will probably not be able to find a steady job that pays enough to provide for herself and her child; she may feel impelled to marry someone she might not otherwise have chosen. Her life choices are few, and most of them are bad.[1]

Services for adolescent parents are often fragmented or non-existent. Only a few programs come close to reaching a majority of the population in need of services, and those that do usually offer only token assistance.

Most "comprehensive services" for young families end six weeks post-partum. Few school-based programs have a year-round program. And most follow-up consists of a statistical check to see what happened to the mother rather than to continue provision of services.[2]

There is a growing recognition among policymakers at all levels of government that the states can and should play an important role in providing and coordinating programs which serve adolescent parents. This role is becoming more apparent in light of recent federal initiatives toward education block grants and reduced availability of federal funds.

The purpose of this resource guide is to inform state policymakers about the magnitude of the adolescent parenthood phenomenon, the services needed by adolescent parents to help them participate in the labor market,

the history of service delivery to adolescent parents, resources for serving adolescent parents, and innovative programs which serve adolescent parents, and to suggest some strategies which state policymakers could use to improve service delivery to these young persons and their families.

STATISTICAL BACKGROUND

More than one million adolescent women - one in ten - become pregnant each year in the United States. Of these one million adolescents, nearly 600,000* give birth.[3] Table 1 illustrates that in 1977 there were 343,366 live births to 18-19 year-olds; 213,788 live births to 15-17 year-olds; and 11,455 live births to women under 15 years of age, a total for all teenagers of 570,609 or 17 percent of the total live births in the United States. For a state by state breakdown of births to teenagers in 1977, see Table 2.

Reflecting U.S. fertility patterns generally, teenage birthrates have declined since the beginning of the 1960s (see Figure 1). However, the decline has been restricted to older adolescents. Among girls younger than 14, birthrates have remained fairly stable (see Table 3).

Although birthrates are higher among black teenagers, in terms of absolute numbers of babies born, births to white teens under 18 far outnumber births to blacks or other racial groups. In 1977, 142,894 babies were born to white females under 18, compared to 77,764 babies to all other races under 18, of which 75,565 were born to black teenagers. There are more births to blacks under age 15 than to whites or other racial groups (6,784 to "all other" racial groups, of which 6,582 are to blacks; and 4,671 to whites). Data on births to Hispanic teenagers are very difficult to find because Hispanics have typically been included, for data collection purposes, in the "white" group.[4]

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* The remaining pregnancies result in abortions, miscarriages and stillbirths. In 1977, teenagers had 378,500 abortions, approximately 100,000 miscarriages, and about 7,000 stillbirths.

TABLE 1: LIVE BIRTHS BY AGE OF MOTHER, LIVE-BIRTH ORDER, AND RACE: UNITED STATES, 1977

[Based on 100 percent of births in selected States and on 50-percent sample of births in all other States: see Sources of Data Live-birth order refers to number of children born alive to mothers. Figures for age of mothers not stated are distributed]

Live-birth order and race	Total	Age of mother						
		Under 15 years	15-19 years					
			Total	15 years	16 years	17 years	18 years	19 years
All races	3,326,632	11,455	559,184	30,956	70,050	112,782	153,537	191,829
First child	1,387,143	10,833	430,822	28,675	62,395	93,682	115,870	130,000
Second child	1,084,522	203	102,419	1,545	5,874	15,620	30,494	48,886
Third child	491,678	12	15,337	56	388	1,541	4,334	9,018
Fourth child	189,257	-	1,800	3	32	102	423	1,240
Fifth child	78,239	-	250	3	9	20	48	170
Sixth child	37,044	-	32	-	-	-	4	28
Seventh child	19,203	-	16	-	-	4	5	6
Eighth child and over	25,202	-	7	-	-	-	4	3
Not stated	33,584	307	8,671	674	1,352	1,813	2,354	2,478
White	2,691,070	4,671	392,183	16,900	44,053	77,230	109,964	143,976
First child	1,134,062	4,517	312,280	15,979	40,560	66,747	86,808	102,386
Second child	880,835	77	66,283	636	2,744	8,520	19,663	34,420
Third child	394,724	4	7,859	24	133	645	2,125	4,962
Fourth child	144,770	-	739	2	14	27	156	540
Fifth child	57,440	-	93	2	-	6	19	66
Sixth child	26,152	-	10	-	-	-	1	9
Seventh child	13,123	-	7	-	-	-	3	4
Eighth child and over	15,816	-	4	-	-	-	2	2
Not stated	24,148	73	4,878	257	642	985	1,407	1,587
All other	635,562	6,784	166,971	14,056	25,997	35,552	43,573	47,853
First child	253,081	6,316	118,342	12,696	21,835	26,935	29,262	27,614
Second child	183,687	226	36,136	909	3,130	6,800	10,831	14,466
Third child	96,954	8	7,448	32	255	896	2,209	4,056
Fourth child	44,487	-	1,061	1	18	75	257	700
Fifth child	21,450	-	157	1	9	14	29	104
Sixth child	10,892	-	22	-	-	-	3	19
Seventh child	6,080	-	9	-	-	4	3	2
Eighth child and over	9,486	-	3	-	-	-	2	1
Not stated	9,436	234	2,793	417	710	822	947	891
Black	544,221	6,582	155,190	13,470	24,496	33,216	40,256	43,752
First child	215,676	6,123	109,195	12,134	20,516	24,960	26,772	24,813
Second child	155,274	220	33,930	890	3,007	6,466	10,129	13,438
Third child	83,148	6	7,117	31	248	881	2,126	3,831
Fourth child	38,929	-	1,027	1	17	74	259	676
Fifth child	18,869	-	154	1	9	14	29	101
Sixth child	9,597	-	22	-	-	-	3	19
Seventh child	5,241	-	9	-	-	4	3	2
Eighth child and over	8,432	-	3	-	-	-	2	1
Not stated	8,815	233	3,733	413	699	817	933	871

From National Center for Health Statistics, published and unpublished data: as shown in Teenage Pregnancy Handout, Wendy Baldwin, Center for Population Research, U. S. Department of Health and Human Services, 1979.

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TABLE 2: BIRTHS TO TEENS, BY STATE, 1977

STATES	UNDER 15	15 - 19	ALL AGES	PERCENT BORN TO TEENS
Alabama	405	13,963	61,970	23
Alaska	18	1,117	8,370	14
Arizona	100	7,114	41,848	17
Arkansas	263	8,440	35,737	24
California	861	52,856	347,817	15
Colorado	62	6,324	43,075	15
Connecticut	104	4,293	36,658	12
Delaware	60	1,557	8,630	19
D.C.	96	2,202	10,044	23
Florida	740	22,234	110,922	21
Georgia	574	18,184	84,566	22
Hawaii	20	2,122	16,917	13
Idaho	32	2,706	18,875	15
Illinois	603	29,362	177,393	17
Indiana	275	16,051	85,198	19
Iowa	63	6,241	44,945	14
Kansas	66	6,145	36,944	17
Kentucky	243	12,765	58,655	22
Louisiana	431	16,537	75,017	23
Maine	34	2,657	16,147	17
Maryland	229	9,105	55,832	17
Massachusetts	89	7,755	67,973	12
Michigan	428	22,628	138,473	17
Minnesota	59	7,048	60,251	12
Mississippi	440	11,390	45,485	26
Missouri	247	13,162	73,171	18
Montana	21	1,988	13,315	15
Nebraska	35	3,250	25,209	13
Nevada	29	1,722	10,191	17
New Hampshire	7	1,490	12,096	12
New Jersey	268	11,948	94,112	13
New Mexico	54	4,438	23,066	19
New York	585	30,214	240,258	13
North Carolina	434	17,786	84,598	22
North Dakota	9	1,514	11,421	13
Ohio	455	27,446	161,708	17
Oklahoma	147	9,594	45,457	21
Oregon	69	5,318	37,519	14
Pennsylvania	395	23,492	153,709	16
Rhode Island	17	1,606	11,624	14
South Carolina	312	10,629	49,916	22
South Dakota	22	1,798	12,039	15
Tennessee	380	14,197	66,773	22
Texas	1,061	44,614	229,194	20
Utah	40	4,285	37,880	11
Vermont	8	935	7,024	13
Virginia	285	12,535	74,294	17
Washington	94	7,586	57,237	13
West Virginia	81	6,419	30,111	22
Wisconsin	103	9,022	68,607	13
Wyoming	7	1,370	8,291	17

From Bureau of Vital Statistics data: as shown in Overview of State Policies Related to Adolescent Parenthood, Sharon J. Alexander, Cathlene D. Williams, and Janet F. Forbush, Washington, DC, National Association of State Boards of Education, 1980, p.9.

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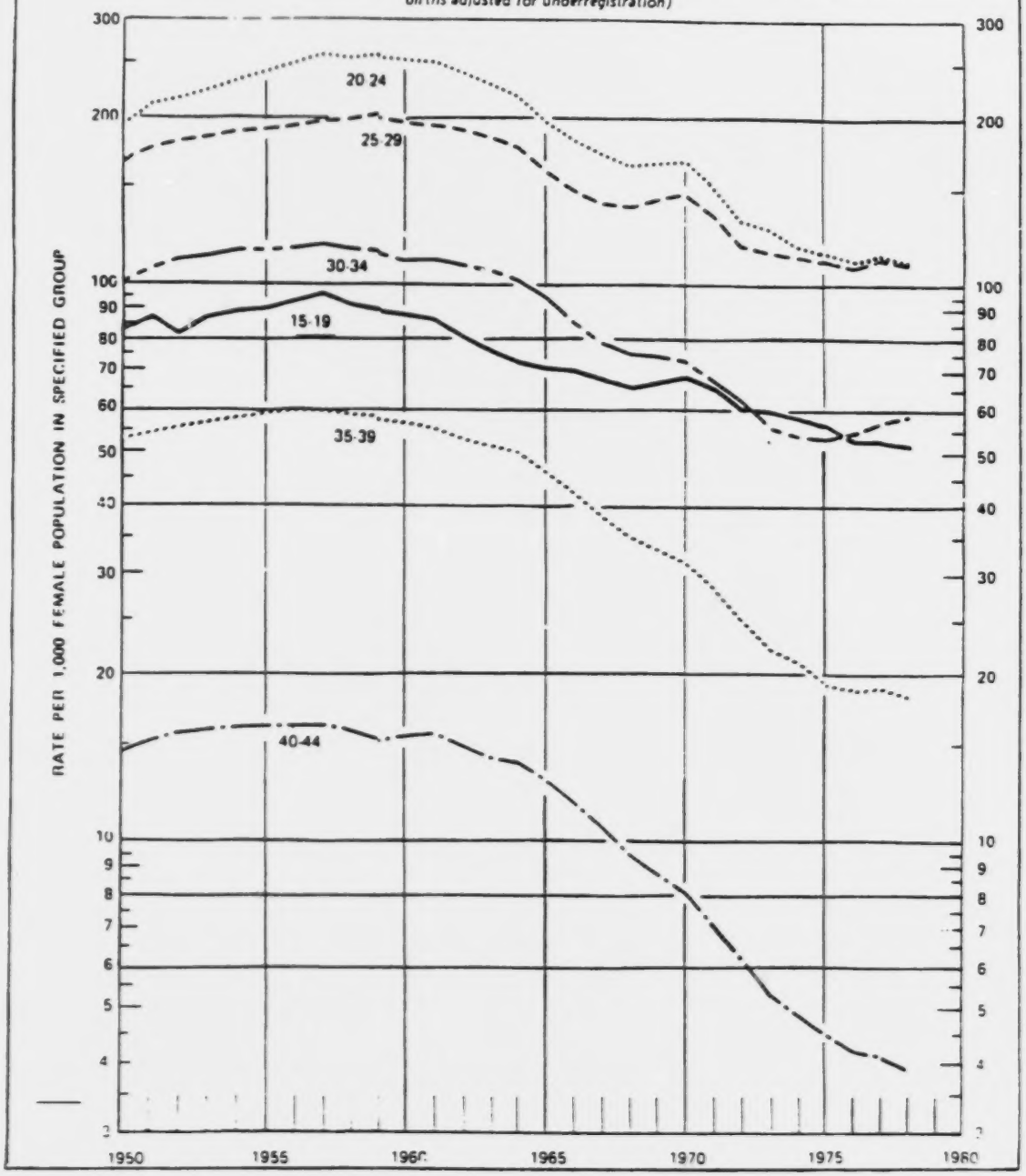
FIGURE 1: **BIRTH RATES BY AGE OF MOTHER: UNITED STATES, 1950-78**

(Beginning 1959 trend lines are based on registered live births, trend lines for 1950-59 are based on live births adjusted for underregistration)



From "Final Natality Statistics, 1978," Monthly Vital Statistics Report (Hyattsville, Maryland: National Center for Health Statistics, April, 1980).

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TABLE 3: TOTAL FERTILITY RATES AND BIRTH RATES BY AGE OF MOTHER, BY RACE: BY RACE: UNITED STATES, 1970-78

[Total fertility rates are sums of birth rates for 5-year age groups multiplied by 5. Birth rates are live births per 1,000 women in specified group, enumerated as of April 1 for 1970 and estimated as of July 1 for all other years. Figures for age of mother not stated are distributed. Excludes births to nonresidents of the United States]

Year and race	Total fertility rate	Age of mother									
		10-14 years	15-19 years			20-24 years	25-29 years	30-34 years	35-39 years	40-44 years	45-49 years
			Total	15-17 years	18-19 years						
ALL RACES											
1978[1]	1,800.2	1.2	52.4	32.9	81.0	112.3	112.0	59.1	18.9	3.9	0.2
1977[1]	1,826.3	1.2	53.7	34.5	81.9	115.2	114.2	57.5	19.2	4.2	0.2
1976[1]	1,768.2	1.2	53.5	34.6	81.3	112.1	108.8	54.5	19.0	4.3	0.2
1975[1]	1,799.0	1.3	56.3	36.6	85.7	114.7	110.3	53.1	19.4	4.6	0.3
1974[1]	1,856.6	1.2	58.1	37.7	89.3	119.0	113.3	54.4	20.2	4.8	0.3
1973[1]	1,895.6	1.3	59.7	38.9	91.8	120.7	113.6	56.1	22.0	5.4	0.3
1972[1]	2,021.9	1.2	62.0	39.2	97.3	131.0	118.7	60.2	24.8	6.2	0.4
1971[2]	2,274.6	1.1	64.7	38.3	105.6	150.6	134.8	67.6	28.7	7.1	0.4
1970[2]	2,480.0	1.2	68.3	38.8	114.7	167.8	145.1	73.3	31.7	8.1	0.5
WHITE											
1978[1]	1,704.2	0.6	43.6	25.4	70.1	106.3	111.1	57.9	17.6	3.5	0.2
1977[1]	1,734.8	0.6	44.6	26.5	71.1	109.8	113.8	56.3	17.8	3.8	0.2
1976[1]	1,679.0	0.6	44.6	26.7	70.7	107.0	108.4	53.5	17.7	3.8	0.2
1975[1]	1,708.2	0.6	46.8	28.3	74.4	109.7	110.0	52.1	18.1	4.1	0.2
1974[1]	1,767.5	0.6	48.3	29.0	77.7	114.2	113.5	53.5	18.9	4.4	0.2
1973[1]	1,798.3	0.6	49.3	29.5	79.6	115.4	113.7	54.9	20.7	4.9	0.3
1972[1]	1,918.2	0.5	51.2	29.4	84.5	125.6	118.4	58.8	23.3	5.6	0.3
1971[2]	2,168.4	0.5	53.8	28.6	92.4	145.4	134.6	65.7	26.9	6.4	0.4
1970[2]	2,395.0	0.5	57.4	29.2	101.5	163.4	145.9	71.9	30.0	7.5	0.4
ALL OTHER											
1978[1]	2,333.3	4.1	99.1	72.3	139.9	145.7	117.3	66.7	27.0	6.5	0.4
1977[1]	2,342.7	4.3	102.4	76.6	141.9	145.7	116.5	64.8	27.5	6.9	0.5
1976[1]	2,276.2	4.3	102.4	77.1	141.5	141.7	111.6	60.7	27.0	7.0	0.5
1975[1]	2,321.6	4.7	108.6	82.0	150.1	143.5	112.1	59.7	27.6	7.6	0.5
1974[1]	2,376.8	4.7	113.3	86.2	156.4	147.4	112.3	60.7	28.9	7.6	0.5
1973[1]	2,473.6	5.0	119.1	91.6	163.7	153.2	113.3	63.9	31.0	8.7	0.6
1972[1]	2,650.5	4.7	125.0	94.5	175.2	164.5	120.9	69.4	34.9	10.0	0.7
1971[2]	2,932.8	4.7	129.2	94.3	187.0	184.6	135.7	79.6	40.2	11.7	0.9
1970[2]	3,066.7	4.8	133.4	95.2	195.4	196.8	140.1	82.5	42.2	12.6	0.9
BLACK											
1978[1]	2,280.9	4.4	103.7	76.6	145.0	147.5	110.6	59.6	24.0	6.0	0.4
1977[1]	2,308.7	4.7	107.3	81.2	147.6	147.7	111.1	58.8	25.1	6.6	0.5
1976[1]	2,235.3	4.7	107.0	81.5	146.8	143.4	105.5	54.7	24.6	6.8	0.5
1975[1]	2,284.0	5.1	113.8	86.6	156.0	145.1	105.4	54.1	25.4	7.5	0.5
1974[1]	2,332.5	5.0	118.3	91.0	162.0	148.7	104.8	54.8	26.8	7.5	0.6
1973[1]	2,437.0	5.4	124.5	96.8	169.5	154.6	105.9	58.6	29.2	8.6	0.6
1972[1]	2,621.2	5.1	130.8	99.9	181.7	166.2	113.9	64.6	33.2	9.8	0.7
1971[2]	2,913.6	5.1	135.1	99.7	193.8	187.3	129.0	75.1	38.8	11.6	0.9
1970[2]	3,098.7	5.2	147.7	101.4	204.9	202.7	136.3	79.6	41.9	12.5	1.0

[1] Based on 100 percent of births in selected States and on a 50-percent sample of births in all other States: see Sources of Data.
[2] Based on a 50-percent sample of births.

From "Final Natality Statistics, 1978," Monthly Vital Statistics Report (Hyattsville, Maryland: National Center for Health Statistics, April, 1980).

Ten years ago, nine out of ten babies born out wedlock to teenagers were given up for adoption. Today, the reverse is true; nine out of ten young women keep their babies.[5]

For the teenager, parenthood often marks the beginning of a dismal future of unemployment, poverty, welfare dependence and health complications for mother and child. Teenage mothers, especially those under age 18, are likely to begin childrearing without having an opportunity to acquire the necessary skills to compete successfully in the labor market.

And once in the labor force, they are likely to earn considerably less than men due to occupational segregation by sex. The average woman who works full time, year round earns about 60 percent of the wages of the average male worker. This gap has hardly changed over the past two decades. Figure 2 illustrates the difference in earnings between men and women with the same number of years of formal education. Women - black, Hispanic, and white - earn much less than men within every age group.

Occupational segregation is the product of many forces, including early childhood socialization, family roles and pressures, and preferences and prejudices of employers and coworkers.[6] Table 4 illustrates the pervasiveness of occupational segregation.

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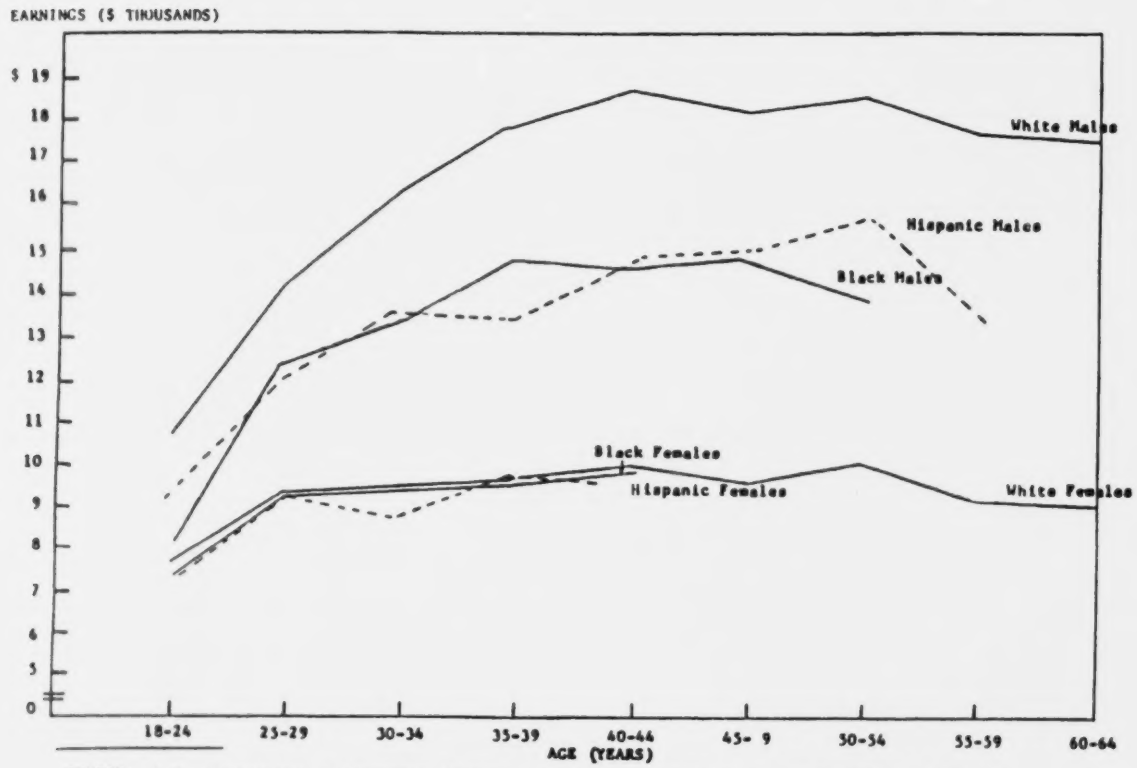
FIGURE 2: EARNINGS OF YEAR-ROUND, FULL-TIME WORKERS WITH FOUR YEARS OF HIGH SCHOOL COMPLETED, BY AGE, RACE, AND SEX, 1978



SOURCE: U.S., Department of Commerce, Bureau of the Census, "Money Income of Families and Persons in the U.S.: 1978," Current Population Reports, Consumer Income, Series P-60, No. 123 (1980), Table 51. Earnings data for black and Hispanic women, by education and detailed ages, are not available beyond age 44.

From Increasing the Earnings of Disadvantaged Women (Washington, DC: National Commission for Employment Policy, 1981, p.31).

TABLE 4: Occupation of Employed Persons, by Sex, Race and Hispanic Origin, 1978[a]

	Total	White	Black and Other	Hispanic[b]
FEMALES				
Total Employed (thous)	38,882	33,943	4,938	1,677
Percent	100.0	100.0	100.0	100.0
White Collar Workers	63.2	65.5	47.1	48.2
Professional, Technical, and Kindred	15.9	15.9	13.8	7.5
Managers and Administrators, exc. Farm	6.1	6.5	2.9	3.7
Sales	6.9	7.4	3.1	5.3
Clerical and Kindred	34.6	35.7	27.2	31.7
Blue Collar Workers	14.8	14.3	18.6	28.4
Craft and Kindred	1.8	1.9	1.3	2.1
Operatives	11.8	11.2	15.8	25.2
Laborers, exc. Farm	1.3	1.2	1.4	1.1
Farm Workers	1.3	1.4	0.9	1.5
Service Workers	20.7	18.8	33.4	21.8
MALES				
Total Employed (thous)	55,491	49,893	5,599	2,704
Percent	100.0	100.0	100.0	100.0
White Collar Workers	40.8	42.4	26.7	23.6
Professional, Technical, and Kindred	14.7	15.3	9.8	7.6
Managers and Administrators, exc. Farm	14.0	14.8	6.5	6.6
Sales	5.9	6.3	2.6	3.2
Clerical and Kindred	6.2	6.0	7.8	6.2
Blue Collar Workers	46.4	45.6	53.6	58.5
Craft and Kindred	21.1	21.7	15.4	20.9
Operatives	17.7	17.0	24.6	25.5
Laborers, exc. Farm	7.6	7.0	13.6	11.7
Farm Workers	4.1	4.2	3.9	4.7
Service Workers	8.7	7.8	15.9	13.4

a/Annual average, as percentage of group's employment, except as indicated.
b/March 1979 Current Population Survey Estimates.
SOURCES: U.S., Department of Commerce, Bureau of the Census, "A Statistical Portrait of Women in the U.S.: 1978," Current Population Reports, Special Studies, Series P-23, No. 100 (1980), p. 112, and "Persons of Spanish Origin in the U.S.: March, 1979," Population Characteristics, Series P-20, No. 354 (1980), p. 29.

From Increasing the Earnings of Disadvantaged Women (Washington, D.C.: National Commission for Employment Policy, 1981, p.33).

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CONSEQUENCES ASSOCIATED WITH ADOLESCENT PARENTHOOD

Less Education

Pregnancy usually disrupts the education of young women. It is the largest single cause of women dropping out of school. In one study, 8 percent of the women who became mothers at age 17 or younger never completed high school, almost twice as high a portion as those who did not give birth until they were 20 years or older. Even when the first birth occurs at age 18 or 19, the risk of dropping out of school before obtaining a high school diploma is 1.4 times greater. Ninety percent of those whose first birth occurs at age 15 or younger never complete high school, and more than 40 percent never get past the eighth grade.[7]

The younger the teenager, the more likely she dropped out because of pregnancy. In a New York City survey of mothers of firstborn, 74 percent of 15 and 16 year-olds, 38 percent of 17 year-olds, 28 percent of 18 year-olds, and 19 percent of mothers aged 19 said they dropped out of school because of pregnancy.[8]

More than half of all mothers aged 18 years or younger have not graduated from high school at the time of birth. Seventy-two percent of those under 15 years of age have not completed the eighth grade. There is relatively little difference by race of mother. Since only half of those 19 years of age have graduated, it is likely that a relatively large percentage of all teenage mothers have two or more years of school to complete in order to graduate from high school. (See Table 5.)

TABLE 5: PERCENT DISTRIBUTION OF LIVE BIRTHS BY YEARS OF SCHOOL COMPLETED BY MOTHER, AGE OF MOTHER AND RACE: TOTAL OF 47 REPORTING STATES AND THE DISTRICT OF COLUMBIA, 1978

(Refers only to births occurring within the areas reporting educational attainment to residents of these areas)

AGE OF MOTHER AND RACE	TOTAL	YEARS OF SCHOOL COMPLETED BY MOTHER				
		0-8 YEARS	9-11 YEARS	12 YEARS	13-15 YEARS	16 YEARS OR MORE
ALL RACES	100.0	5.7	20.4	43.3	17.5	13.1
Under 15 Years	100.0	71.6	28.4	-	-	-
15 - 19 Years	100.0	8.1	55.1	33.7	3.1	0.0
15 Years	100.0	27.7	71.7	0.6	-	-
16 Years	100.0	12.0	85.6	2.4	0.1	-
17 Years	100.0	7.7	76.1	16.0	0.3	-
18 Years	100.0	6.3	49.3	42.4	2.0	-
19 Years	100.0	5.6	34.9	52.4	7.1	0.1
WHITE						
Under 15 Years	100.0	75.5	24.5	-	-	-
15 - 19 Years	100.0	9.2	53.4	34.7	2.7	0.0
15 Years	100.0	32.3	67.1	0.6	-	-
16 Years	100.0	14.4	83.3	2.2	0.1	-
17 Years	100.0	9.3	75.5	15.0	0.2	-
18 Years	100.0	7.6	49.6	41.2	1.6	-
19 Years	100.0	6.5	34.8	52.7	5.9	0.1
BLACK						
Under 15 Years	100.0	69.0	31.0	-	-	-
15 - 19 Years	100.0	5.5	59.1	31.4	4.0	0.0
15 Years	100.0	22.2	77.1	0.7	-	-
16 Years	100.0	7.9	89.5	2.7	0.0	-
17 Years	100.0	4.1	77.2	18.3	0.4	-
18 Years	100.0	3.1	48.2	45.6	3.1	-
19 Years	100.0	2.8	35.0	51.6	10.6	0.1

SOURCE: National Center for Health Statistics, Vital Statistics of the United States, 1978, Washington, D.C., 1980, P. 1-45.

> Perhaps the greatest barrier to employment and training for young mothers is the need for child care, by far the most expensive support service. Studies have proven conclusively that the first years after childbirth are crucial in determining the life-long economic pattern of the teen mother. Experience shows that an employment and training program for young mothers that does not make some provision for child care will not succeed. Without this significant component, young mothers cannot remain in the program.[9]

In the past, young parents have depended on their mothers to provide day care while they completed their education and/or worked. Today, two-thirds of the women who are likely to be the mothers of these young parents are working themselves and are not at home to care for their grandchildren.[10]

Higher Subsequent Fertility

Women who have children as teenagers have an average of 2-3 more children than women who delay childbearing until their twenties.[11] They also have less spacing between children and have more unwanted and out-of-wedlock births than women who postpone childbearing.[12]

Reduced Employment Opportunities

Because early childbearers tend to have less schooling, they are in turn more likely to obtain jobs of lower socioeconomic status, make lower hourly wages, and earn less annually. And since early childbearers tend to have more children, they are less likely to accumulate work experience, making it more difficult for them to obtain jobs with higher socioeconomic status.[13]

Child care costs increase the likelihood that a young women will remain outside the labor force. Students who drop out of school have much less employment experience and knowledge about employers, occupations and job search methods than others. Moreover, dropouts and less skill youth

are more likely to withdraw from the labor force and to perpetuate a cycle of "early school withdrawal, heavy family responsibilities, limited work opportunities and even fewer long-term work options."[14]

Increased Risk of Divorce

Many youth marry during the teenage years because of an early pregnancy or birth. Although births to teenagers do not appear to increase the risk of divorce, the age of the mother at the time of marriage is strongly related to the incidence of divorce.

Research indicates that marriages entered into during the teenage years are far less likely to succeed than marriages which occur after age 20. Furthermore, divorce, when it occurs, may impose greater economic hardship on the family if the young parents have failed to complete their education and if the young mother has not acquired work experience.[15]

Increased Risk of Poverty

More than 72 percent of teenaged mothers 15-17 years of age who choose to keep their children are dependent on public welfare at some point for economic support.[16] To the extent that early pregnancy precipitates teenage marriages which subsequently break up; to the extent that teenage out-of-wedlock birth creates a likelihood of the mother later becoming head of the family; and to the extent that teenage mothers have fewer years of schooling and, later on, relatively large families, the likelihood of becoming dependent upon public aid is increased. Therefore teenage mothers tend to be disproportionately represented among the recipients of public assistance.[17]

Studies have found that some young mothers receiving Aid to Families with Dependent Children (AFDC) were reluctant to seek fulltime employment because they knew that they could not earn enough to offset the loss of public assistance and its accompanying benefits such as Medicaid.[18]

Psychosocial Consequences

Another consequence faced by a pregnant teenager or a young mother is the negative self-image she may experience. Associated with this is a sense of isolation from peers and school friends and the inability to link up with a new social network after childbearing.

This isolation causes many young mothers to rely almost solely on family for companionship and on family members and agencies for material and personal help. The absence of a network of friends can contribute to a lowering of personal goals and to the incidence of mental health-related problems including child abuse and neglect, depression, suicide and marital stress.[19]

Effects on the Young Mother's Family

The effect of adolescent childbearing on the parental family has been one of the least examined consequences of adolescent childbearing. One longitudinal study[20] found that most of the adolescent mothers studied were highly dependent on the family, especially during the first several years after the birth of their child. Approximately 70 percent were living with one or both parents at the time of the birth, and more than a third were still residing with the parents five years later. The more resources the family had, the more likely it was to provide assistance. Women who resided with their families during the five years after the birth were more likely to have graduated from high school, be employed and not be on welfare.

Similarily, a New York City study[21] found that while public assistance was the primary form of support for unmarried mothers, the woman's parents - particularly her mother - often played a key role. Over 70 percent had lived with their mothers at some time in the few years after the birth. Support ranged from housing and child care to direct financial aid for two-thirds of the respondents.

The costs to family members of providing assistance to the adolescent mother and her child are debilitating to many families. In addition to the financial drain, there can be negative consequences such as feelings of guilt and shame on the part of parents, a struggle among family members for control over the child, and feelings of resentment on the part of grandparents who feel too young to be grandparents or who feel they they've already had their turn at childrearing. There is also the possibility of loss of attention for the adolescent mother's younger siblings, competitiveness among siblings, increased difficulty for the young mother to relinquish family ties, and family conflicts resulting from discipline problems as the infant becomes a toddler. However, one study found that the costs to family members do not appear to injure the life chances of the adolescent's parents and siblings.[22] In fact, there may be some advantages of early childbearing for the young mother's family, once the initial shock of the pregnancy has dissipated (e.g., increased family morale, intensified family exchanges, and filling of the empty nest).

Consequences for the Young Father

To date, the young father has had very little support in the way of specialized programs. He is seldom talked about and rarely studied. For every thirty studies on the unmarried mother there is only one study on the unmarried father.[23]

According to Howard,[24] many young fathers drop out of school. The majority indicate they are concerned about finding jobs or improving their earning power. However, they usually have not had the time or experience needed to develop job skills and have the same problems as other poorly educated, unskilled young people in the labor market. Wages earned by young workers who do find jobs often put them at or below the poverty level. It has been found that young fathers holding low-paying jobs with little potential for advancement are likely to quit, forcing their wives or girlfriends to go on welfare to support the family.

One study[25] in 1976-77 found that differences in education, income and job prestige between adolescent parents and their classmates are less pronounced among men than women. Adolescent fathers did not, on the average, complete as many years of schooling as their classmates. Adolescent parenthood also led to early entrance into the labor force (e.g., one year after school, virtually all the adolescent fathers were working, compared to three-quarters of those who had no child by age 29). Although by 11 years after high school there was no significant difference in earnings between the adolescent fathers and their classmates, the adolescent fathers were more apt to be in blue-collar rather than professional positions and in lower prestige* jobs with less potential for advancement.

Implications for the Child(ren) of Adolescent Parents

Children of teenage mothers have been considered "high risk" for a number of reasons. Among the reasons is the evidence which shows infants of adolescent mothers have higher incidences of prematurity,[26] congenital defects, neurological and sensory disabilities, malnutrition-related deficiencies, learning disorders and mental retardation.[27]

* Rated according to an updated version of the NORC Job Prestige Scale. (See A.J. Reiss, Jr., O.D. Duncan, P.K. Hatt and C.C. North, Occupations and Social Status, Free Press of Glencoe, 1961).

Further, these children are subject to the poverty and/or environmental stress under which their parent(s) live, and to possible parental lack of knowledge of child care and/or possible parental rejection of responsibility to a child or children whose demands are in conflict with their own maturing needs. The children of adolescent parents are often victims of lack of appropriate nurturing including child neglect with consequences such as malnutrition or failure to thrive or even child abuse. Premature childbearing may also be associated with faulty parent-child relationships and a home environment that does not encourage learning.[28]

Research has shown deficits in the cognitive development of children--particularly males born to teenagers. This effect is attributable, in part, to the social and economic consequences of early childbearing. Negative effects on the child's social and emotional development are less pronounced but seem to result from factors associated with early childbearing, such as educational and economic disadvantage and greater likelihood of marital breakup.[29]

A recent study conducted by the National Association of Elementary School Principals shows that students from one-parent families in both elementary and secondary schools are consistently more likely to be late to school, truant, low achievers and subject to disciplinary action than are students from two-parent families.[30]

Costs To Society

An analysis of the U.S. Census Bureau's 1976 Current Population Survey data indicates that in 1975, the government disbursed $9.4 billion to households through AFDC. Of this total, about half, $4.65 billion was paid to households containing women who had borne their first child while still teenagers. The $4.65 billion does not include administrative costs, or expenditures for other welfare programs such as Medicaid (which averaged $161 per child in 1975), or reimbursement of prenatal care and delivery for mothers having their first child. Nor does it include the substantial

annual expenditures by the government to treat the health problems of low-birth-weight infants who are more frequently delivered by very young mothers.[31]

Table 6 shows that women in AFDC families are substantially more likely to have been teenage mothers. Of all the women aged 14-30 living in AFDC households, 61 percent had had their first child as teenagers, as compared to 35 percent among women living in households with no AFDC recipients.

Table 7 demonstrates that except for women who give birth at age 15 or younger, the older the mother at her first birth, the less likely she is to be receiving AFDC, regardless of race. This table also illustrates that nonwhites are more likely than whites, at any age of first birth, to require welfare assistance.

According to a study conducted by the Stanford Research Institute in 1979, as a consequence of the nearly 600,000 births to teenagers that can reasonably be expected to occur this year in the U.S., government expenditures projected over the next 20 years will be about $8.3 million.[32]

Another study found that in the state of New Jersey, the average Medicaid payment for prenatal care and delivery is $1,000; day care, per child, costs $2,500 per year; and a mother and child on welfare cost, exclusive of food stamps and Medicaid, approximately $3,000 per year.[33] Clearly society bears a heavy financial burden in supporting a child and a young mother who, lacking marketable skills, education and adequate child care arrangements, is dependent on public support.

TABLE 6: PERCENTAGE DISTRIBUTION OF MOTHERS AGED 14-30 LIVING IN HOUSEHOLDS RECEIVING AND NOT RECEIVING AFDC PAYMENTS IN 1975, BY AGE AT FIRST BIRTH, 1976

AGE AT FIRST BIRTH	WOMEN IN AFDC HOUSEHOLDS	WOMEN IN NON-AFDC HOUSEHOLDS
≤ 15	6	3
16 - 17	21	9
18 - 19	34	23
20 - 30	39	65
TOTAL	100	100

TABLE 7: PERCENTAGE OF MOTHERS AGED 14-30 LIVING IN HOUSEHOLDS RECEIVING AFDC PAYMENTS, BY AGE AT FIRST BIRTH AND RACE, 1976

AGE AT FIRST BIRTH	ALL RACES	WHITE	NON-WHITE
≤ 15	27	18	43
16 - 17	31	24	48
18 - 19	22	18	43
20 - 30	10	9	22

From "Teenage Childbirth and Welfare Dependency," Kristin Moore, Family Planning Perspectives, 10, No. 4, July/August 1978, p. 235.

OBSTACLES TO LABOR MARKET PARTICIPATION BY ADOLESCENT PARENTS

The unique circumstances faced by adolescent parents and their families have been documented in the previous section of this paper. On the basis of evidence which has been presented it appears that the economic well-being of adolescent parents has a profound effect upon their self-esteem, family stability and the development of their child(ren). Although health, education and social services have been developed to assist pregnant adolescents, adolescent parents and their families, much more help is needed with respect to their employability development and job placement.

As a means of examining how policymakers can address this need, it is first necessary to delineate specific obstacles confronting adolescent parents as they seek to enter the labor market and after they obtain jobs. While the following list is not exhaustive, it represents many of the major obstacles, some or all of which an adolescent parent faces. The list is divided into personal obstacles directly affecting the individual and other obstacles such as societal conditions and service delivery problems which are listed as environmental.

Personal Obstacles

1. Lack of adequate educational skills and/or diploma
2. Lack of employability training
3. Lack of job skills training and/or work experience
4. Conflict between the role of parenting a young child and that of participating in the labor force
5. Lack of assistance with child care
6. Undesirable family situations
7. Lack of financial and/or emotional assistance
8. Few or no economically successful role models and/or job contacts

9. Psychosocial problems

    a. Lack of assertiveness in seeking assistance for jobs, child care or other needs

    b. Lack of self-esteem

    c. Lowered personal goals

10. Health problems

    a. Chronic health problems of parent and/or child

    b. Poor nutrition

11. Risk of repeat pregnancies

12. Physical or mental handicaps

13. Language barriers.

Environmental Obstacles

1. Lack of jobs or low wages in available jobs

2. Discrimination (age, race, sex, parental status)

3. Non-supportive attitudes and behavior of community residents/ leaders

4. Inadequate child care facilities

5. Inadequate transportation service to school/work/training classes

6. Inadequate counseling services

7. Inadequate job placement services

8. Inadequate health and family planning services

9. Inadequate education and/or employability development services

10. Inadequate financial assistance.

This list of obstacles could pertain to nearly any adult. Similarly, with the exception of child care needs, it could pertain to virtually any adolescent. But parenthood accentuates these problems, intensifies their importance, and makes them more difficult to resolve.

While government alone cannot be expected to solve all of the problems faced by adolescent parents, it can help to better serve their needs by establishing and improving policies and programs which affect the delivery of services to adolescent parents. Whether the services are offered in a school, or some other facility, the services should be as comprehensive as possible.

In the next two sections of this report, we will examine the degree to which such comprehensiveness has been met and suggest ways it can be brought about, and provide examples of programs that have met these criteria.

HISTORY OF SERVICES TO ADOLESCENT PARENTS

National Efforts

In 1962, the Children's Bureau of the Department of Health, Education and Welfare (DHEW) funded a demonstration program for pregnant adolescents and young parents at the Webster School in Washington, D.C. The program provided education, health and social services with the school serving as the lead agency. The Webster School served as a model, and several communities throughout the United States developed similar programs.

To promote knowledge about school-age parent programs, and to foster communication among programs which were developing at that time, the Children's Bureau funded a research utilization and information sharing project in the mid-sixties known as the Consortium on Early Childbearing and Childrearing. In 1969, a national membership organization - the National Alliance Concerned with School-Age Parents (NACSAP) was established serve as a national advocacy group and to provide technical assistance to service providers and policy personnel. Initial funding for the Alliance was provided by the Maternal and Child Health Service of DHEW. Both the Consortium and NACSAP conducted field activities throughout the country including sponsorship of state-level conferences to promote public awareness of the needs of pregnant adolescents.

In 1971, the Secretary of DHEW established the Inter-Agency Task Force on Comprehensive Programs for School-Age Parents, comprised of representatives from all agencies within DHEW with responsibility for providing support for services to pregnant adolescents, adolescent parents and/or their families, as well as representatives from other agencies and organizations. The Task Force helped promote interagency program coordination and considered the issues of research priorities, program development and evaluation, public awareness efforts, and technical assistance.

Regulations issued under Title IX of the Education Amendments of 1972 forbade schools receiving federal funds from excluding students because of pregnancy or parenthood. Previously, pregnant students were often expelled from school or placed in home programs. The regulations required that an individual had to be "mainstreamed" into the regular education program on request. Many students who previously might be barred from school could no longer be barred. However, it also served to close many programs providing "special services" including Washington, D.C.'s highly successful program at Webster School.

In 1977, an Adolescent Pregnancy Initiative - the Adolescent Health Services and Pregnancy Prevention and Care Act of 1978 - was passed as Titles VI, VII and VIII of the Health Services Amendments of 1978 (P.L. 95-626). This legislation, which is administered by the Office of Adolescent Pregnancy Programs (OAPP) in the Department of Health and Human Services, seeks to coordinate federal efforts for pregnant adolescents and adolescent parents; provides support grant and technical assistance to public and private non-profit organizations and agencies which deliver or coordinate the provision of comprehensive services to pregnant adolescents, young parents and their families; and calls for a study to evaluate existing programs and services. Congress appropriated only $1 million in FY 1979 to launch the program. Following Congressional action in the Spring of 1980, $6.5 million was appropriated for FY 1980. The Administration requested $8.8 million for FY 1981, but final action has not yet been taken, and is likely to be integrated into the social service block grant being considered by Congress.

In 1980, the National Organization on Adolescent Pregnancy and Parenting, Inc. (NOAPP) was established to promote comprehensive and integrated services specifically designed for the prevention and resolution of the problems associated with adolescent parenthood. The organization hopes to establish a strong national voice by disseminating information, establishing a national communications network, and promoting an interagency

approach to service delivery. (For more information on NOAPP, contact Dr. Harold V. Webb, Executive Administrator, NOAPP, 820 Davis Street, Suite 400, Evanston, IL 60201, Telephone 312/475-0477.)

State and Local Efforts

In recent years many states have begun to address the special service needs of adolescent parents. Interagency discussions have occurred in many states and appear to be forerunners to both the development of policies for this population and interagency collaboration.

Some state agencies have assigned staff - frequently part time - the responsibility for handling adolescent pregnancy and parenthood issues. In several states, state-level advisory committees have been established to deal exclusively with adolescent pregnancy and parenthood issues or to address the issue as a part of a broader topic.[34]

Community-level programs have been serving the needs of adolescent parents for many years. Traditional social service agencies like the Booth-Salvation Army Homes, Florence Crittenton agencies and Catholic Charities provided temporary refuge for unwed pregnant women as early as the mid-19th century. The major roles of these agencies was to assist pregnant women until they had their babies. Until recently most of the infants were placed for adoption. Though the role has changed, these agencies still provide services to pregnant adolescents and young parents, although these services generally do not include employment-related services. Schools, local churches, voluntary agencies, hospitals and health clinics, welfare and social service agencies also provide services to pregnant adolescents and young parents. The scope and variety of services varies from community to community.

A study was done in 1976 in 153 school districts of over 100,000 students. Eighty-six percent of the cities surveyed had some sort of program for pregnant teenagers, no increase from a similar study conducted in 1970. Most of the programs served a small number of young women. Of the 92 cities which provided information on program size, 31 served fewer than 100 girls a year, and only 13 served 500 or more. Most programs were sponsored by education departments. Large cities were more likely to have a program, and offered more types of services.[35]

Available funds for supportive services are largely pregnancy-related, and available at a limited number of sites. In many cases the critical services to make it possible for young women to complete their education may not be available in the school system.[36] The services most often included in adolescent parent programs are counseling, special academic education, family life education, nutrition instruction, special health classes, and sex education. Day care for infants, referral to abortion, and special work with fathers are the services least frequently provided.[37]

AVAILABLE RESOURCES FOR SERVING ADOLESCENT PARENTS

Resources for serving adolescent parents are available from federal, state and local government programs, and from private organizations and individuals. These resources, which might take the form of fiscal support, in-kind support (donations of staff time, office space, telephones, etc.) or donations of equipment, supplies or services are often not targeted specifically to adolescent parents, but to general segments of the population. For example, funds from the following federal programs, have been used to initate or maintain services for adolescent parents: Title X of the Public Health Services Act (Family Planning); Supplemental Food Program for Women, Infants and Children (WIC); Title V of the Social Security Act (Maternal and Child Health Services); and Aid to Families with Dependent Children (AFDC); Title XX of the Social Security Act (day care, family counseling, supportive services and planning); the Elementary and Secondary School Education Act (remedial and alternative education); the Vocational Education Act (consumer and homemaking education); the Comprehensive Employment and Training Act (CETA); and Title XIX of the Social Security Act (Medicaid). The nature of the assistance available varies among states.

Many state education agencies have used state and local funds to provide regular academic services to these adolescents, although federal special education funds may also be utilized for homebound instruction. In general, money for special services to pregnant adolescents and adolescent parents appears to come from federal rather than state funds but the constraint placed on the usage of categorical federal programs funds, and the transience of federal programs and funding are strong arguments for the development of an independent source of support within state and/or local structure. The following section identifies with some resources at the federal, state and local levels which have been tapped to provide assistance to programs for adolescent parents.

Federal program information is used because information on state and local programs is not readily available. Clearly, however, a more appropriate analysis of what resources are available to meet the specific program needs of adolescent parents should include state, local and non-governmental efforts as well! Such a review can be accomplished within states through coordinated state and local planning activities.

Federal Programs

Table 8 lists the labor market obstacles by adolescent parents and identifies some current federal programs which could be accessed to assist in efforts to overcome these obstacles. A more detailed description of each federal program is contained in the Appendix.

State Resources

Although a few states (e.g., California, New York, Idaho, Delaware and Michigan) have established categorical funding for adolescent pregnancy/parenthood programs, most states provide funding for services to this population through pre-existing special education, child health, Title XX social services, family planning, day care and/or adult education programs.

In most states, efforts for adolescent parents are being carried out without benefit of written policies or statutes which specifically relate to them. A recent survey of state health, social service and education agencies, and legislative councils found that statutes, policies, regulations, resolutions, action statements and/or program plans specifically focused on adolescent parents have been developed in only 16 states (see Table 9). In states where positive policies have been developed on pregnant adolescents and adolescent parents, leadership has been assumed by key person(s); i.e., a Governor, legislator or agency director.[38]

TABLE 8: EXAMPLES OF FEDERAL FUNDING SOURCES WHICH MAY BE ACCESSED TO PROVIDE SERVICES TO ADOLESCENT PARENTS

Personal Barriers to Labor Market Participation Encountered by Adolescent Parents	Federal Funding Sources: Adult Education	Bilingual Education	Career Education	Community Education	Consumer and Homemaking Education	Day Care	Early and Periodic Screening Diagnosis & Treatment (EPSDT)	Family Planning	Handicapped Children	Head Start	Innovative/ Demonstration Programs	Vocational Education	Women, Infants and Children (WIC)	Comprehensive Employment and Training Act (CETA)	AFDC	Adolescent Pregnancy Programs
1. Lack of adequate educational skills and/or diploma	x	x							x		x	x		x		x
2. Lack of employability training			x	x	x				x			x		x		
3. Lack of job skills training and/or work experience					x				x			x		x		
4. Conflict between parenting and working roles						x						x				
5. Lack of assistance with child care						x				x	x	x				
6. Undesirable family situations																
7. Lack of financial or emotional assistance															x	
8. Few or no economically successful role models and/or job contacts																

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TABLE 8: EXAMPLES OF FEDERAL FUNDING SOURCES WHICH MAY BE ACCESSED TO PROVIDE SERVICES TO ADOLESCENT PARENTS (Continued)

Obstacles to Labor Market Participation Encountered by Adolescent Parents	Federal Funding Sources																
	Adult Education	Bilingual Education	Career Education	Community Education	Consumer and Homemaking Education	Day Care	Early and Periodic Screening Diagnosis & Treatment (EPSDT)	Family Planning	Handicapped Children	Head Start	Innovative/ Demonstration Programs	Vocational Education	Women, Infants and Children (WIC)	Comprehensive Employment and Training Act(CETA)	AFDC	Adolescent Pregnancy Programs
Personal:																
I. Psychosocial problems																
a. Lack of assertiveness																
b. Lack of self-esteem																
c. Lowered personal goals																
II. Health problems																
a. Chronic health problems of parent and/or child							x			x						
b. Poor Nutrition										x			x			x
III. Risk of repeat pregnancy								x								x
IV. Physical or mental handicaps			x						x	x	x	x		x		
V. Language barriers	x	x			x											
Environmental:																
I. Lack of jobs or low wages												x		x		
II. Discrimination (age, race, sex, parental status)		x			x							x		x		

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TABLE 8: EXAMPLES OF FEDERAL FUNDING SOURCES WHICH MAY BE ACCESSED TO PROVIDE SERVICES TO ADOLESCENT PARENTS (Continued)

Obstacles to Labor Market Participation Encountered by Adolescent Parents	Federal Funding Sources																
	Adult Education	Bilingual Education	Career Education	Community Education	Consumer and Homemaking Education	Day Care	Early and Periodic Screening Diagnosis & Treatment (EPSDT)	Family Planning	Handicapped Children	Head Start	Innovative/ Demonstration Programs	Vocational Education	Women, Infants and Children (WIC)	Comprehensive Employment and Training Act (CETA)	AFDC	Adolescent Pregnancy Programs
(Environmental)																
3. Non-supportive attitudes and behavior of community residents/ leaders																
4. Inadequate child care facilities						x						x				
5. Inadequate transportation service to school/ work/training classes																
6. Inadequate counseling services									x			x				x
7. Inadequate job placement services												x		x		
8. Inadequate health and family planning services								x		x			x			x
9. Inadequate education and/or employability development services	x	x	x	x	x				x		x	x		x		
10. Inadequate financial assistance															x	

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TABLE 9: STATES WHICH HAVE DEVELOPED STATUTES, POLICIES, REGULATIONS, RESOLUTIONS, ACTION STATEMENTS AND/OR PROGRAM PLANS SPECIFICALLY FOCUSED ON ADOLESCENT PARENTS

STATE	AGENCY	STATUTE, POLICY, etc.
Arizona	Dept. of Economic Security	Program plans for federally-funded pilot Adolescent Parenting Center in Maricopa County
California	Dept. of Education	Statute, regulations and program plans providing for infant care centers for adolescent parents parenting education for all adolescents
Connecticut	Dept. of Social Services	Policy providing for day care services for AFDC-eligible high school students while they attend school
	Dept. of Health	Program plans for 8 Young Parents Programs
Florida	Dept. of Health & Rehabilitative Services	Regulations regarding eligibility unwed minor mothers for assistance
Georgia	State Board of Education	Policy requesting the Office of Instructional Services to provide technical assistance to local school systems in developing special programs for pregnant for pregnant adolescents and adolescent parents
Illinois	Dept. of Public Aid	Regulations on eligibility of adolescent parents for AFDC
Maryland	Dept. of Mental Hygiene	Program plan addressing service needs of pregnant adolescents and adolescent parents

TABLE 9: STATES WHICH HAVE DEVELOPED STATUTES, POLICIES, RESOLUTIONS, ACTION STATEMENT AND/OR PROGRAM PLANS SPECIFICALLY FOCUSED ON ADOLESCENT PARENTS (Continued)

STATE	AGENCY	STATUTE, POLICIES, etc.
Michigan	Interagency Committee	Program plan, A Comprehensive and Integrated Model of Services for Pregnant Adolescents, School Age Parents and Their Families
Mississippi	Dept. of Public Welfare	Regulations on provision of ADC to unmarried minor parents
Missouri	Dept. of Health	Program plans for health education for adolescent parent programs in Kansas City and St. Louis
New Hampshire	Division of Public Health	Working paper, "Teenaged Parenthood or "Kids Having Kids" which suggests needed support services for adolescent parents
New York	Dept. of Social Services	Programs plans for 17 local projects serving pregnant adolescents and adolescent parents
	State Education Dept.	Programs plans for 3 pilot adolescent pregnancy projects which offer a program of community services for pregnant adolescents and adolescent parents coordinated through local schools
	Interagency Committee	Report, Teenage Pregnancy - A Report to Governor Hugh L. Carey from the New York Dept. of Social Services which delineates recommended services for pregnant teens and young parents
Pennsylvania	State Board of Education	Action statement, "School-Age Parents and Their Education" which informs school personnel of ways to meet their legal obligations to students who are school-age parents or expectant parents

TABLE 9: STATES WHICH HAVE DEVELOPED STATUTES, POLICIES, RESOLUTIONS, ACTION STATEMENT AND/OR PLANS SPECIFICALLY FOCUSED ON ADOLESCENT PARENTS (Continued)

STATE	AGENCY	STATUTE, POLICY, ETC.
Rhode Island	State Board of Regents	Policy which lists recommendations on education and other services for pregnant students and adolescent parents
	Dept. of Education	Report, "School Age Pregnancy" which delineates ways in which a school can serve as coordinator of interagency services in behalf of young mothers
Washington	Senate	Resolution requesting the Dept. of Social and Health Services to develop an assessment of the needs of the adolescent childbearing population and to initiate steps to acquire federal funds necessary to meet the urgent needs of adolescent parents
Wisconsin	Dept. of Public Instruction	Regulations requiring each school district to develop a systematic plan for providing educational services to school-age pregnant girls and mothers, to be submitted to the Division of Handicapped Children to provide consultative assistance to LEAs in the development of these educational programs

From Overview of State Policies Related to Adolescent Parenthood, Sharon J. Alexander, Cathlene D. Williams and Janet B. Forbush, Washington, D.C.: National Association of State Boards of Education, 1980.

In some states, advocacy groups focused on pregnant adolescents and adolescent parents have been established either on a formal or informal basis. They essentially provide a forum for the discussion of concerns and the exchange of information and ideas about meeting the needs of young parents.

Local Resources

Local resources which can be accessed to provide funding for adolescent parent programs and/or to provide services to adolescent parents include government agencies, United Way, religious and service organizations, advocacy groups, foundations, corporations, and interested individuals. Programs which appear to be most successful in assisting pregnant adolescents and young parents are likely to be using a variety of funding sources involving a diverse range of agencies in order to provide comprehensive services. Some examples of successful local programs are contained in the next section.

CATALOG OF INNOVATIVE PROGRAMS FOR ADOLESCENT PARENTS

For the most part the services provided to pregnant adolescents/ adolescent parents fall into the categories of education, health care, social services and/or child care. Consideration of the employment needs of young parents is still a relatively new phenomenon. The following abstracts describe some comprehensive programs for adolescent parents, all of which encourage employability development. The first three programs were selected and reviewed by the National Association of Counties as a part of their research for the paper, Improving Services for Young Parents through CETA. Others were funded by the Women's Bureau of the Department of Labor as demonstration programs.

The programs are not cited on the basis of a uniform evaluation of their successes in working with adolescent parents, but rather because they represent working examples of service programs in different geographic areas with diverse types of adolescent parent populations. They are presented as examples from which ideas can be obtained.

Baltimore, Maryland

The Baltimore CETA prime sponsor, in conjunction with the Baltimore City Schools, sponsors a Parent Infant Center that provides free child care and parenting education classes for young parents enrolled in the Harbor City Learning Program, an alternative education program for disadvantaged youth. The school system provides four early childhood education specialists and a program director. The prime sponsor underwrites the facility, materials and supplies, and six child care aides whose salaries are covered by CETA, Title VI, Public Service Employment. Students are referred to community agencies for services not available at Harbor City, and the teachers and Center coordinator coordinate services as appropriate.

Another Baltimore program is the Family Day Care Enrichment Program, a CETA, Title IV, Youth Incentive Entitlement Pilot Project (YIEPP) demon stration program, which trains unemployed adults to be licensed home day day care providers and provides free day care for children of YIEPP participants.

Contacts:

Marion Pines, Director
Mayor's Office of Manpower Resources
701 St. Paul Street, Suite 105
Baltimore, MD 21202
301/848-0660701

Stephen Kaiser
Public Information Officer
Mayor's Office of Manpower Resources
701 St. Paul Street, Suite 105
Baltimore, MD 21202
301/848-0660

Albuquerque, New Mexico

New Futures School is a comprehensive service program for pregnant teens and teen parents, one of the few in the country which uses CETA funds to operate an employment component. Administered by the Albuquerque Schools, it combines funds from federal, state and local sources to provide a full range of services. Many of the highest-risk adolescents who initially enroll in the program during pregnancy receive ongoing intensive support after the birth of the baby through the Young Parents' Center (YPC) at the school. A counselor and work supervisor help young parents cope with current responsibilities and prepare for employment through individual and group counseling and job preparation activities. The school curriculum features a class called "Earning and Spending Money," which devotes considerable emphasis to preparation for entering the labor force. Successful completion of this class qualifies income-eligible participants for subsidized jobs, under the supervision of the work supervisor.

Approximately 48 New Futures students participate in the Albuquerque CETA prime sponsor's YIEPP program, augmented with Department of Health and Human Services funds for on-site day care, job counseling, and supervision and supportive services.

Contacts:

Shirley Harris, Director
Albuquerque-Bernalillo County Office
of Comprehensive Employment and
Training Administration
505 Marquette N.W.
East Side Lower Lobby
Albuquerque, NM 87103
505/766-7203

Caroline Gaston, Director
New Future School
2120 Louisiana Boulevard, N.E.
Albuquerque, NM 87110
505/883-5680

Salem, Oregon

The Salem YWCA Teen Mother Program has five components - social service, education, health, parenting and employment. The Mid-Willamette Valley Consortium, Salem's CETA prime sponsor, funds an employment counselor who assists pregnant adolescents and adolescent parents in completing a self-inventory that appraises their needs, accomplishments, and short-term and long-term goals. Each participant in the program obtains a social security number and work permit (if under 18), compiles a resume, and formulates employability development plans. In addition, those eligible for CETA training or work experience programs are assisted in applying for these programs. The employment counselor works closely with the career education teacher, social service counselors and other program staff to deal with the young parents' many barriers to employment. He/she also conducts sessions on values clarification, decisionmaking and consumer issues; and provides individual and group counseling, job development and job placement services. Young fathers not enrolled in the program are assisted through individual personal and career counseling, job placement, and job development services.

Contacts:

Patrick Moore, Director
Mid-Willamette Valley Consortium
1600 State Street
Salem, OR 97301
503/588-6326

Tanarae Shaw
YWCA/Teen Mother Program
768 State Street
Salem, OR 97301
503/581-9922

U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU PROGRAMS (SOLO PARENT INITIATIVE)

The Women's Bureau, through funding provided by the Office of Youth Programs, has been monitoring six Solo Parent Demonstration Projects which serve 400 CETA eligible teen mothers between the ages of 14 and 19. These demonstration projects, funded for twelve months, were developed in response to the rising incidences of adolescent pregnancy and the large number of teen mothers who drop out of school and thus lack employment-related skills. The projects are in the process of identifying ways to help young mothers stay in school, develop job skills and gain employment experience.

The demonstration projects provide a range of services. All programs have an educational and training component, with emphasis on nontraditional areas of work, and provide child care and parenting skills training. Some programs provide tutorial services.

The six projects, although sharing similar components, have individual goals. The Solo Parent Program of the National Council of Negro Women in New Orleans, Louisiana is serving 75 in-school teen girls between the ages of 14 and 19. The major goal of this program is to encourage the teens to remain in school. Career development alternatives that will broaden their knowledge and interest in diversified occupations are explored. Information on how to secure and keep a job is taught in conjunction with stressing the importance of developing responsible work patterns (promptness, regularity, dependability, pride of workmanship). The program also provides self-awareness seminars, testing, counseling, educational planning, career exploration and work experience.

Contact:

National Council of Negro Women
Emma Brown, Project Director
535 Gravier Street, Suite 425
New Orleans, LA 70130
504/524-7485

Another Women's Bureau project is the Philadelphia YWCA's Solo Parent Program. This program has three major components: educational, vocational and support services training. The program has also developed an innovative method of day care that reimburses family members for in-home day care. Training for the General Educational Development (GED) test (a high school equivalency examination) is done on-site. The YWCA has been extremely successful in sensitizing school counselors to their program and gaining their support. The program cooperates with the school system by providing special workshops to expose the teachers to non-traditional career training exploration.

Contact:

YWCA of Philadelphia
Nancy Dent, Project Director
174 West Allegheny Avenue
Philadelphia, PA 19133
215/423-3311

The YWCA of Miami has established the COPE Center, an alternative school which meets the basic educational requirements for the Dade County academic system. The project is well connected with the community network and draws heavily on these resources. It is located in a building which also houses many other social service programs, including food stamps, welfare, etc. Each participant is given an individual long-term work plan based on her own interest and abilities. Priority has been given to younger girls because they are at higher risk of dropping out of school. Job exposure and an introduction to non-traditional employment is emphasized in this program.

Contact:

YWCA of Miami and Dade County
Norma Mack, Project Director
5400 N.W. 22nd Avenue, Box 400
Miami, FL 33142
305/633-3810

The Northern California Women for Apprenticeship (NCWA) Program attempts to increase the participant's employability in areas considered nontraditional. The project also helps increase participants' positive selfconcept and increase their awareness of job opportunities. Classes are held on-site, so that participants may obtain their GED. There are two cycles to this program with most of the program classes and counseling occurring during the first three months. During this period women are exposed to a wealth of information contained in NCWA's Blue Collar Library. A major part of the core curriculum during this phase is vocational and job awareness counseling. During the second phase the participants enter work or an outside vocational training program.

Contact:

Northern California Women for Apprenticeship
Kathy Omachi, Project Director
1812 "I" Street
Sacramento, CA 95814
916/448-2921

Another Solo Parent project is the Girls Club of America in Pittsfield, Massachusetts. Participants are enrolled in the school at the Girls Club site, a local public high school, or the Adult Learning Center located within the community. Employment skills training is given to the young women through discussions, role playing, job interview practice, introduction to non-traditional career opportunities, site visits, workshops and seminars. A support system is created which decreases the young mother's isolation before, during and after delivery. Parenting and marital skills training incudes the father of the baby, when appropriate. Day care for participants' children is provided at the Infant Center.

Contact:

Girls Club of America
Suzanne Nichols, Project Director
165 East Street
Pittsfield, MA 01201
413/442-5174

The Solo Parent Project in Minneapolis is unique, in that it is the only program operated within a school system. The Minneapolis Public Schools are trying to link the public and private sectors, and individuals in public sector jobs will be moved to the private sector as soon as possible. Students make use of the Minnesota Occupational Information System to help them assess their career interests. Vocational preparation is stressed throughout the program.

Contact:

Minneapolis Public Schools
Louise Sargent, Project Director
807 Northeast Broadway
Minneapolis, MN 55413
612/348-6063

SUGGESTED STRATEGIES FOR IMPROVING SERVICE DELIVERY TO ADOLESCENT PARENTS

A coordinated effort is needed if adolescent parents are to be prepared to support themselves and their children. State policymakers can assist in developing and improving comprehensive and integrated programs by:

- Data collection and analysis to identify the target population and their needs; and to determine overlaps and gaps in services to adolescent parents. Evaluation of current program efforts and dissemination of findings to foster further growth, improvement, and effectiveness of the services.

- Examination of current state laws and policies to identify and develop approaches for eliminating obstacles to successful school completion and labor market participation by adolescent parents.

- Strategic fiscal and policy planning to target on adolescent parents and prioritize service delivery to adolescent parents.

- Promotion/support/involvement in coordination of state-level efforts for adolescent parents; provision of incentive funds and additional funds for coordination at the local level; and elimination of legal or policy barriers to combined funding for provision of services.

- Development of new laws, policies, resolutions, guidelines and/ or programs which assist adolescent parents, i.e., facilitate delivery of prenatal care and delivery care; infant and child care services, transportation, flexible school schedules and alternative education; parenting, health and sex education and nutrition courses; family health care services (including family planning and food supplements); outreach; counseling; financial help; career exploration (including education regarding sex roles, opportunities for women, non-traditional jobs for women and personal goal setting); creation of "surrogate networks" (support groups, clubs and interest groups for disadvantaged youth who lack personal support networks); employability training; job skills training; work experience; job development and occupational information for adolescent parents and their families. Where possible, include adolescent parents in the decisionmaking process.

- Fostering communication among state and local policymakers and service providers.

- Providing technical assistance to communities that seek help in performing needs assessment for adolescent parents, developing coordinated programming, and securing funding.

- Providing inservice training for professionals and other practitioners (teachers, school nurses, etc.) who work with adolescent parents. Fostering a climate for additional professional training in undergraduate/graduate programs.

- Monitoring and supervision of state-funded programs to ensure program quality.

- Monitoring to ensure enforcement of anti-discrimination laws.

- Recognition of outstanding individuals and programs which provide services to adolescent parents.

Probably the most important and at the same time most difficult issue is that of encouraging linkages. In the experience of a former Executive Director of the National Association of State Boards of Education:

> It is clear to us, as we have worked with state and local groups, that successful linkages occur when two or more individuals from each of the communities know and trust one another. When that trust is absent, how is it developed and who does it? This issue is closely linked to the issue of collaboration. From a policy standpoint, a governor or a state board can only provide state fund incentives or add-ons for linkages... What is needed when preexisting trust between individuals from the two systems is absent, is dialogue, discussion, facilitated trust-building-the development of a sense of shared interdependence.[39]

The adoption of policies which recognize the needs of adolescent parents and which foster the delivery of services to them are important steps for state leaders to take in increasing the chances of self-sufficiency for adolescent parents.

SUMMARY

Adolescent pregnancy and parenthood result in complex and interrelated consequences for individuals, their families, and society. There are no simple solutions to the phenomena, but several established community-based programs are encouraging examples of multi-disciplinary service delivery to adolescent parents and their families. Evidence suggests that these programs help overcome the obstacles to successful school completion and labor market participation confronting adolescent parents. The experience of these programs also suggests that funding and other resources can be effectively combined through coordination among the agencies or organizations involved.

State policymakers are in a unique position to provide incentives which facilitate service delivery to adolescent parents. Their leadership in maintaining a positive, supportive attitude toward adolescent parents in providing a policy framework that fosters comprehensive services can have a far-reaching effect on the futures of these young parents.

APPENDIX

FEDERAL PROGRAMS WHICH MAY BE ACCESSED
TO PROVIDE SERVICES TO ADOLESCENT PARENTS

From 1979 Catalog of Federal Domestic Assistance
(Washington, D.C.: Office of Management of Budget, 1979)

13.400 ADULT EDUCATION—GRANTS TO STATES

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Adult Education Act, Title III of Public Law 91-230, as amended; 20 U.S.C. 1201-et-seq.

OBJECTIVES: To expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to the level of completion of secondary school and make available the means to secure training that will enable adults to become more productive and responsible citizens.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Special emphasis is given to programs of instruction in computational skills and in speaking, reading, or writing the English language for adults functioning at the 8th grade level or below; up to 20 percent of the State allocation may be used for programs serving adults above the 8th grade and through the 12th grade level. Not less than 10 percent of State grant funds must be used for special projects and teacher training. Research programs and State Advisory Councils may be established and are eligible costs under the Act. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Designated State educational agencies.

Beneficiary Eligibility: Adults 16 years of age and over who do not have a secondary school certificate (or its equivalent) or are functioning at less than a 12th grade level of competency and are not currently required to be enrolled in school.

Credentials/Documentation: An Annual Program Plan Section 434 (b)(1)(A) of the General Education Provisions Act, implemented by OE General Provisions Title 45 CFR Part 100b. Annual Program Plan shall include a certification from the State Attorney General that all plan provisions and amendments thereto are consistent with State law. Costs will be determined in accordance with FMC 74-4 for State and local governments. Governors (or their designated Plan review agencies) must be given an opportunity to review the State plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised).

FINANCIAL INFORMATION:

Account Identification: 75-0273-0-1-501.

Obligations: (Grants) FY 78 $80,500,000; FY 79 $90,750,000; and FY 80 est $100,000,000.

Range and Average of Financial Assistance: $170,089 to $6,648,292; $1,592,105.

INFORMATION CONTACTS:

Regional or Local Office: HEW regional offices

13.403 BILINGUAL EDUCATION

(Title VII)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Bilingual Education Act; Title VII of the Elementary and Secondary Education Act of 1965, Public Law 89-10, amended by Public Law 95-561; 20 U.S.C. 3221-3261.

OBJECTIVES: To develop and carry out elementary and secondary school programs, including activities at the pre-school level, to meet the educational needs of children of limited English proficiency and to demonstrate effective ways of providing such children instruction designed to enable them, while using their native language, to achieve competence in English and to develop the human and material resources required for such programs.

TYPES OF ASSISTANCE: Project Grants; Research Contracts; Formula Grants.

USES AND USE RESTRICTIONS: Funds may be used for (1) the establishment, operation, and improvement of programs of bilingual education; (2) auxiliary and supplementary community and educational activities designed to facilitate and expand the implementation of such programs, including adult education programs and preschool programs; (3) the preparation of personnel for bilingual education programs, teacher training including career development opportunities, short-term training institutes, and fellowship for study in the field of training teachers for bilingual education; (4) curriculum and materials development, including assessment and dissemination, (5) planning, and technical assistance for the development of bilingual programs; and (6) desegregation assistance. Federal funds made available under this Title will be used to supplement, not to supplant, existing funds. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. 111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: All states including the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, the Trust Territory of the Pacific Islands and the Department of the Interior. Grants may be made to a State Education Agency, local education agency or agencies, or to an institution of higher education including Junior and Community Colleges, and private nonprofit organizations which apply jointly or after consultation with one or more local education agencies. A nonprofit institution or organization of an Indian tribe may be eligible when it operates an elementary or secondary school on the reservation and is approved by the Commissioner for the purpose of the Title. For research contracts, public and private educational agencies, institutions, and organizations are eligible.

Beneficiary Eligibility: Non-English speaking children or children with limited English proficiency ages 3 to 18. Children in both public and nonprofit private schools are eligible to participate. For the training activities, undergraduates, graduate students, teacher aides, parents, administrators, councellors, etc.

Credentials/Documentation: Applicant must furnish factual evidence of: (a) number of resident non-English speaking children; (b) needs of the local education agency which justify the program; (c) qualifications of personnel to be utilized; (d) research and resources to conduct the project; (e) economic efficiency; (f) extent of community involvement in project planning and implementation; (g) local commitment after Federal fund termination; and (h) plans for staff development and training. Costs will be determined in accordance with FMC 74-4 for State and local agencies.

FINANCIAL INFORMATION:

Account Identification: 75-0279-0-1-501.

Obligations: (Grants) FY 78 $134,222,221; FY 79 est $150,000,000; and FY 80 est $173,600,000.

Range and Average of Financial Assistance: $25,000 to $2,000,000; $168,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Josue Gonzalez, Director, Office of Bilingual Education, Office of Educaton, 400 Maryland Ave., S.W., Washington, DC 20202. Telephone: (202) 245-2600; Rudy Cordova, (202) 447-9227; Rudolph Munis, (202) 245-2595; Robert Acosta, (202) 447-9273.

13.554 CAREER EDUCATION

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, and WELFARE

AUTHORIZATION: Special Projects Act, Title IV, Section 406 of the Education Amendments of 1974; Public Law 93- 380; 20 U.S.C. 1865; 88 Stat. 551-553.

OBJECTIVES: To demonstrate the most effective methods and techniques in career education and to develop exemplary career education models.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: May be used to support demonstration projects which are designed to result in exemplary career education models, including models in which handicapped children receive appropriate career education. May not be used to support research and development projects. May not be used to provide general operational support for the implementation of career education activities. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State educational agencies, local educational agencies, institutions of higher education, and other nonprofit agencies and organizations, including Territories.

Beneficiary Eligibility: Students in career education programs, including the handicapped.

Credentials/Documentation: See Part 160d of Title 45 of the Code of Federal Regulations. Costs must be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0270-0-1-503.

Obligations: (Grants and contracts) FY 78 est $10,135,000; FY 79 $10,135,000; and FY 80 $10,135,000.

Range and Average of Financial Assistance: $999 to $396,065; $90,893.

INFORMATION CONTACTS:

Regional or Local Office: Career Education State Coordinators in each State Department of Education.

Headquarters Office: John Lindia, Office of Education, Office of Career Education, Regional Office Bldg., No. 3, Rm. 3100, 7th and D Sts., S.W., Washington, DC 20202. Telephone: (202) 245-2284.

13.563 COMMUNITY EDUCATION

(Community Schools)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Community Schools and Comprehensive Community Education Act Title VIII of the Education Amendments of 1978; Public Law 95-561; 92 Stat. 2284-2291; 20 U.S.C. 3290.

OBJECTIVES: To provide educational, recreational, cultural, and other related community services in accordance with the needs, interest, and concerns of the community, through the establishment of the community education program as a center for such activities in cooperation with other community groups.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: To provide assistance through project grants and technical assistance to State and local educational agencies and public and private nonprofit organizations to plan, establish, expand, maintain and/or provide developmental and technical assistance to one or more community education programs, and institutions of higher education to plan and establish, or expand, programs which will train persons to plan and operate community education programs. Assistance will be provided for leadership, coordination and administrative costs of planning, establishing, expanding, operating, etc., of community education programs. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Local educational agencies and public and private nonprofit organizations to plan, establish, expand, or maintain community education programs; institutions of higher education for training grants. For further explication of applicant eligibility, see the regulation.

Beneficiary Eligibility: Same as Applicant Eligibility.

Credentials/Documentation: An application must provide a need analysis of the community to be served by the proposed project, and documentation that any groups or individuals broadly representative of the community to be served were involved on an advisory basis in the preparation of the application. Costs will be determined in accordance with FMC 74-4 for State and local agencies. Further documentation requirements are outlined in the regulation.

FINANCIAL INFORMATION:

Account Identification: 75-0270-0-1-503.

Obligations: (Grants and contracts) FY 78 $3,553,000; FY 79 est $3,553,000; and FY 80 est $3,138,000.

Range and Average of Financial Assistance: $7,800 to $81,800; $37,793.

INFORMATION CONTACTS:

Regional or Local Office: Not Applicable.

Headquarters Office: Julie Englund, Director, Community Education Program, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-0691.

13.494 VOCATIONAL EDUCATION—CONSUMER AND HOMEMAKING

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482; 20 U.S.C. 2380; 90 Stat. 2196.

OBJECTIVES: To assist states in conducting programs in consumer and homemaking education. Emphasis is placed on programs located in economically depressed areas or areas of high rates of unemployment.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Grants are used solely for (1) educational programs in consumer and homemaking education consisting of instructional programs services, and activities at all educational levels for the occupations of homemaking including but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles which (A) encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners; (B) encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal (i) with increased numbers of women working outside the home, and increased numbers of men assuming homemaking responsibilities and the changing career patters for women and men and (ii) with appropriate Federal and State laws relating to equal opportunity in education and employment; (C) give greater consideration to economic, social, and cultural conditions and need especially in economically depressed areas and such courses may include where appropriate bilingual instruction; (D) encourage outreach programs in communities for youth and adults giving considerations to special needs such as, but not limited to, aged, young children, school-age parents, single parents, handicapped persons, educationally disadvantaged persons, and programs connected with health care delivery systems, and programs providing services for courts and correctional institutions; (E) prepare males and females who have entered or are preparing to enter the work of the home; (F) emphasize consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education to meet the current societal needs, and (2) ancillary services, activities and other means of assuring quality in all homemaking education programs such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration, and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and State administration and leadership. States must use at least 1/3 of the Federal funds allotted in economically depressed areas or areas, with high rates of unemployment. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters of field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education.

Beneficiary Eligibility: Individuals requiring training as homemakers.

Credentials/Documentation: Establishment of a State Advisory Council and certification of five-year State plan and annual program plan by the State board and State Attorney General. Governors (or their designated Plan review agencies must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0273-0-1-501.

Obligations: (Grants) FY 78 $40,926,929; FY 79 est $40,929,371; and FY 80 est $43,432,343.

Range and Average of Financial Assistance: $14,173 to $3,561,349; $718,016.

INFORMATION CONTACTS:

Regional or Local Office: See the appendix for a list of the addresses of HEW regional offices.

Headquarters Office: Director, Division of Vocational and Technical Education, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-3488.

13.642 SOCIAL SERVICES FOR LOW INCOME AND PUBLIC ASSISTANCE RECIPIENTS

(Social Services)

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT SERVICES, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Social Security Act, Title I, Public Law 87-543; 42 U.S.C. 301-306; Title IV, Public Law 90- 248; 42 U.S.C. 602-3; Title XVI, Public Law 87-543; 42 U.S.C. 1361-71; Title X, Public Law 87-543; 42 U.S.C. 1201-1206; Title XIV, Public Law 89-97; 42 U.S.C. 301-306 and 1361-71; Public Law 92-512; Title XI, Title XVI; Public Law 92-603; 42 U.S.C. 801-5 and 301; Public Law 93-647, Title XX, 42 U.S.C.; Public Law 95-171.

OBJECTIVES: To enable states to provide social services to public assistance recipients and other low income persons directed toward one of the five goals specified in the law.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Federal funds may be used for the proper and efficient operation of social services programs to enable eligible individuals to become or remain self supporting and self sufficient; to prevent neglect, abuse or exploitation of children and adults; to prevent inappropriate institutional care; and to arrange for institutional care, when appropriate. Federal funds cannot be used for public education services that are generally available, land acquisition or services provided by institutions to their inmates. There are other restrictions with respect to medical care, room and board, day care services, in-kind matching, donated funds, and cash payments as a service. Fees must be charged for services provided to specified income eligible persons. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Designated Title XX State agencies in the 50 states and the District of Columbia; for Titles I, IV A, X, XIV, and XVI, State welfare agencies in Guam, Puerto Rico, the Northern Marianas, and the Virgin Islands.

Beneficiary Eligibility: Under Title XX any recipient of Aid to Families with Dependent Children, Supplementary Security Income payment recipients or State supplementary payment recipients as well as low income individuals. Individuals whose gross monthly income exceeds 115 percent of the median income are not eligible for Title XX services. For the other titles in the island jurisdictions, any needy person who is, or may become a recipient of financial assistance, i.e., the blind, aged, permanently and totally disabled, or families with dependent children.

Credentials/Documentation: Under Title XX a State must submit an administrative State Plan and have it approved by the Secretary prior to receipt of any payments under that plan. Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Federal funds must go to a certified State social services agency. Costs will be determined in accordance with FMC 74-4 for State and local governments. For Titles I, IV A, XIV, and XVI, State Plans for both administration and services must be approved by HEW. A State must also submit a proposed Comprehensive Annual Services Plan for informational purposes, not approval, at least 90 days before the start of the State's program year (this may be either the State's or the federal fiscal year).

FINANCIAL INFORMATION:

Account Identification: 75-1634-0-1-506.

Obligations: (Grants) FY 78 $2,693,245,961; FY 79 $2,818,300,000; and FY 80 est $2,475,000,000. The amounts shown for fiscal year 1979 includes funds requested in a 1979 supplemental appropriation.

Range and Average of Financial Assistance: $56,000 to $290,733,000; $52,189,000.

INFORMATION CONTACTS:

Regional or Local Office: Office of Human Development Services, Regional Program Director, APS, HEW regional offices (see address appendix).

Headquarters Office: Johnnie Brooks, Director, Office of Policy Control, Interpretation, and Coordination, Administration for Public Services, Office of Human Development Services, 330 C Street, S.W., Washington, DC 20201. Telephone: (202) 245-9415.

13.645 CHILD WELFARE SERVICES—STATE GRANTS

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT SERVICES, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Social Security Act, Sections 420-425; Public Law 90-248, Section 240(c); 81 Stat. 911; 42 U.S.C. 620-625; Public Law 92-603.

OBJECTIVES: To establish, extend, and strengthen services provided by State and local public welfare programs for development of preventive or protective services which will prevent the neglect, abuse, exploitation or delinquency of children.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: The grants may be used for such things as: costs of personnel to provide protective services to children; licensing of, and standard-setting for private child-caring agencies and institutions; and assisting with costs of foster care, day care, homemaker services, return of runaway children, and adoptive placements of children. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A- 111.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Single State Agency from all States, the District of Columbia, Puerto Rico, the Northern Marianas, the Virgin Islands, and Guam.

Beneficiary Eligibility: Any families and children in need of child welfare services.

Credentials/Documentation: Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). The State department which administers the services program under Title XX must be the designated single State agency to administer child-welfare services and must give assurances that the provisions of the State Plan are met. Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-1634-0-1-506.

Obligations: (Grants) FY 78 $56,488,000; FY 79 $56,500,000; and FY 80 est $56,500,000. Enactment of legislation to be proposed for 1980 could increase the 1980 estimate to $141,250,000.

Range and Average of Financial Assistance: $112,530 to $4,420,291; $1,046,296.

INFORMATION CONTACTS:

Regional or Local Office: Potential State applicants should make initial contact with Regional Program Director, Children, Youth and Families, OHDS. (see address appendix of Catalog).

Headquarters Office: Frank Ferro, Associate Chief, Children's Bureau, Administration for Children, Youth and Families, OHDS, HEW, P.O. Box 1182, Washington, DC 20013. Telephone: (202) 755-7418.

13.714 MEDICAL ASSISTANCE PROGRAM

(Medicaid (Title XIX))

FEDERAL AGENCY: HEALTH CARE FINANCING ADMINISTRATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Title XIX, Social Security Act as amended; Public Law 89-97; Public Law 90-248; Public Law 91- 56; 42 U.S.C. 1396, et seq. Public Law 92-223; Public Law 92-603; Public Law 93-66; Public Law 93-233.

OBJECTIVES: To provide financial assistance to States for payments of Medical Assistance on behalf of cash assistance recipients and, in certain States, on behalf of other medically needy, who, except for income and resources, would be eligible for cash assistance.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: States must provide for the categorically needy, in- and out-patient hospital services; other laboratory and x-ray services; skilled nursing home services, home health services for persons over 21; family planning services; physicians' services; and early and periodic screening, diagnosis and treatment for individuals under 21. For the medically needy, States are required to provide any seven of these services for which Federal financial participation is available.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State and local welfare agencies must operate under an HEW approved (Medicaid) State Plan and comply with all Federal regulations governing aid and medical assistance to the needy.

Beneficiary Eligibility: Needy persons who are over 65, blind, disabled, members of families with dependent children, and, in some States, persons under age 21 may apply to a State or local welfare agency for medical assistance. Eligibility is determined by the State in accordance with Federal regulations.

Credentials/Documentation: Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Federal funds must go to a certified State welfare agency. Individuals must meet State requirements. Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0512-0-1-551.

Obligations: (Grants) FY 78 $10,680,326,000; FY 79 $11,804,429,000; and FY 80 est $12,616,799,000.

Range and Average of Financial Assistance: $862,235 to $1,705,750,707; $201,515,585.

INFORMATION CONTACTS:

Regional or Local Office: Regional Medicaid Director, Medicaid Bureau, Health Care Financing Administration (see Appendix IV for address and telephone numbers).

Headquarters Office: Richard Heim, Director, Medicaid Bureau, Health Care Financing Administration, Department of Health, Education, and Welfare, 330 C Street, S.W., Washington, DC 20201. Telephone: (202) 245- 0375.

13.217 FAMILY PLANNING PROJECTS

FEDERAL AGENCY: HEALTH SERVICES ADMINISTRATION, PUBLIC HEALTH SERVICES, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Public Health Service Act as amended, Public Law 95-83, Title X, Section 1001, 42 U.S.C. 300.

OBJECTIVES: To provide educational, comprehensive medical and social services necessary to enable individuals to freely determine the number and spacing of their children, to promote the health of mothers and children and to help reduce maternal and infant mortality.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants may be used for contraceptive advice and services to patients including a variety of medically approved methods of contraception, including natural family planning methods: counseling and interpretation to individuals of services provided; physical examinations, including cancer detection tests, diagnostic and treatment services for infertility, contraceptive supplies on continuous basis, and periodic follow up examinations. These services must be available without coercion and with respect for the privacy, dignity, social and religious beliefs of the individuals being served. Funds may not be used for purchase or construction of buildings; salaries of personnel paid from other Federal grant funds; and certain other miscellaneous items as specified in the regulations. Priority in the provision of services will be given to persons from low-income families. None of the funds awarded shall be used to provide abortions as a method of family planning. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Any city, county, and state governments or nonprofit private entity located in a State, (the District of Columbia, Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), is eligible to apply for a grant.

Beneficiary Eligibility: Persons who desire family planning services and who would not otherwise have access to them. Priority to be given to persons from low-income families.

Credentials/Documentation: A nonprofit private agency, institution, or organization must provide evidence of its nonprofit status. Costs will be determined in accordance with FMC 74-4 for State and local governments. For others, costs will be determined in accordance with 45 CFR Part 74, Subpart Q.

FINANCIAL INFORMATION:

Account Identification: 75-0350-0-1-551.

Obligations: (Grants) FY 78 $128,885,000; FY 79 $138,885,000; and FY 80 est $138,885,000.

Range and Average of Financial Assistance: $20,000 to over $1,000,000; $250,000.

INFORMATION CONTACTS:

Regional or Local Office: Regional Health Administrator, DHEW Regional Offices (See appendix).

Headquarters Office: Associate Bureau Director for Family Planning Services, BCHS, Health Services Administration DHEW, 5600 Fishers Lane, Rockville, MD 20857. Telephone: (301) 443-2430 (Use same 7-digit number for FTS). Contact: William J. White.

13.427 PROGRAM FOR EDUCATION OF HANDICAPPED CHILDREN IN STATE OPERATED OR SUPPORTED SCHOOLS

(Public Law 89-313)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Elementary and Secondary Education Act of 1965, Title I; Public Law 89-10, as amended by Public Laws 89-313, 93-380, and 94-142; 20 U.S.C. 241c(a)(5).

OBJECTIVES: To extend and improve comprehensive educational programs for handicapped children enrolled in State-operated or State-supported schools.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Funds may be used for projects providing educational and related services as needed such as instruction, physical education, mobility training, counseling, prevocation and vocational education, teacher and teacher aide training, construction and equipment in State-operated or State-supported schools or eligible public schools. Restrictions on the use of these funds include construction and installation of equipment in nonpublic schools, nonessential construction or remodeling; or projects predominantly for persons over 20 or beyond 12th grade.

JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State agencies and State-supported and State-operated Schools for handicapped children are eligible for participation. Local educational agencies may participate on behalf of children who were formerly enrolled in State agencies and for at least one school year counted in Average Daily Attendance who then left the State agency to participate in an appropriately designed special education program at the local level.

Beneficiary Eligibility: Handicapped children classified by the State, through age 20 and not having completed grade 12, whose free public education is the responsibility of the State. Those classifications include children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically handicapped other health impaired, deaf-blind or a specific learning disability, who by reason thereof require special education.

Credentials/Documentation: Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0279-0-1-501.

Obligations: (Grants) FY 78 $121,574,934; FY 79 $133,813,228; and FY 80 est $143,000,000.

Range and Average of Financial Assistance: $28,422 to $14,295,322.

INFORMATION CONTACTS:

Regional or Local Office: State Coordinator for Public Law 89-313 of Title I, ESEA, State Department of Education. Potential applicants should contact this official first.

Headquarters Office: Ray Simches, Division of Assistance to States Bureau of Education for the Handicapped, Office of Education, Department of Health, Education, and Welfare, Washington, DC 20202. Telephone: (202) 472-4825.

13.444 HANDICAPPED EARLY CHILDHOOD ASSISTANCE

(Early Education Program)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Public Law 91-230, Title VI, Part C, 20 U.S.C. 1423, as amended by Public Law 95-49.

OBJECTIVES: To support experimental demonstration, outreach and State implementation of preschool and early childhood projects for handicapped children.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants are given to projects to demonstrate exemplary services to handicapped children from birth through eight years of age. Parent participation, dissemination of information to the professional community and general public, and evaluation of the effectiveness of each project are included. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public agencies and private nonprofit organizations.

Beneficiary Eligibility: Same as Applicant Eligibility.

Credentials/Documentation: Costs will be determined in accordance with FMC 74-4 for State and local agencies.

FINANCIAL INFORMATION:

Account Identification: 75-0282-0-1-501.

Obligations: (Grants) FY 78 est $21,887,000; FY 79 $22,000,000; and FY 80 est $20,000,000.

Range and Average of Financial Assistance: $50,000 to $150,000; $100,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Ed Sontag, Program Development Branch, Handicapped Children's Early Education Assistance, Program Development Branch, Division of Innovation and Development, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9722.

13.449 HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS

(Part B, Education of the Handicapped Act)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part B; Public Law 91-230; as amended by Public Law 93-380 and Public Law 94-142; as amended by Part D, Section 1341 of the Education Amendments of 1978; 20 U.S.C. 1411-1419.

OBJECTIVES: To provide grants to States to assist them in providing a free appropriate public education to all handicapped children.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Funds are used, in accordance with the priorities in the Act, to provide the special education and related services needed to make a free appropriate public education available to all handicapped children in the State. JOINT FUNDING: This program is suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State education agencies in the 50 states, District of Columbia, Puerto Rico, American Samoa, Northern Mariana Island, Guam, Virgin Islands, and Trust Territory of the Pacific Islands, and the Department of the Interior, Bureau of Indian Affairs may apply to the Office of Education for participation in the Part B, EHA program. Once States begin participating, local education agencies may apply to their State educational agency for funds.

Beneficiary Eligibility: Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, children having specific learning disabilities deaf-blind children or multihandicapped children who require special education and related services are eligible.

Credentials/Documentation: Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0282-0-1-501.

Obligations: (Grants) FY 78 -- $251,769,927; FY 79 -- $563,874,752; and FY 80 est $804,000,000. In fiscal year 1979, $15,000,000 will be available for Part B: Preschool Incentive Grants. In fiscal year 1980, $17,500,000 will be available for Part B: Preschool Incentive Grants.

Range and Average of Financial Assistance: $167,523 to $49,893,306; $2,000,000.

INFORMATION CONTACTS:

Regional or Local Office: State Educational Agency, Part B Coordinator or Director of Special Education.

Headquarters Office: Raphaele Simches, Division of Assistance to States, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 472-2263.

13.600 ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES—HEAD START

(Head Start)

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT SERVICES, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Head start Economic Opportunity and Community Partnership Act of 1974; Public Law 93-644, Title V, Parts A-C 42 USC 2921 et seq. as amended.

OBJECTIVES: To provide comprehensive health educational, nutritional, social and other services primarily to preschool economically disadvantaged children and their families and involve parents in activities with their children so that the children will attain overall social competence.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Ninety percent of the enrollees in a program must come from families whose income is below the poverty guidelines as established by the Office of Management and Budget. Training programs are available for employees of Head Start programs. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Any local government or private nonprofit agency which meets the requirements may apply for a grant.

Beneficiary Eligibility: Full-year Head Start programs are primarily for children from age 3 up to the age when the child enters the school system, but may include some younger children. Summer Head Start programs are for children who will be attending kindergarten or elementary school for the first time in the fall. No less than 10 percent of the total enrollment opportunities in Head Start programs in each State shall be available for handicapped children.

Credentials/Documentation: Nonprofit organizations which have not previously received OHD program support must submit proof of nonprofit status. Applicable costs and administrative procedures will be determined in accordance with Part 74 of Title 45 of the Code of Federal Regulations, of which implements the requirements of FMC 74-4 and OMB Circular No. A-21.

FINANCIAL INFORMATION:

Account Identification: 75-1636-0-1-500.

Obligations: (Grants) FY 78 est $622,564,000; FY 79 est $680,000,000; and FY 80 est $700,000,000.

Range and Average of Financial Assistance: $60,000 to $15,000,000; (Estimate of average is not applicable)

INFORMATION CONTACTS:

Regional or Local Office: Regional Program Director, Children, Youth and Families, Office of Human Development Services, HEW Regional Offices (see appendix for listing).

Headquarters Office: Administration for Children, Youth and Families/Head Start, Office of Human Development Services, Department of Health, Education, and Welfare, P.O. Box 1182, Washington, DC 20013. Telephone: (202) 755-7790.

13.571 IMPROVEMENT IN LOCAL EDUCATIONAL PRACTICE

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Elementary and Secondary Education Act, Title IV, Part C, as amended by Public Law 95-561; 20 U.S.C. 1831.

OBJECTIVES: To provide assistance to local educational agencies to improve their educational practices.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Use of funds is defined as follows: expended to provide assistance to local educational agencies for activities that will improve their educational practices, including (1) development and demonstration of activities addressing serious educational problems such as the need for effective programs for children with special needs (e.g., educationally deprived, gifted and talented, and handicapped, children); high rates of children who do not complete secondary school; need of children in non-public schools for improved educational services (2) encouraging development and demonstration of improved means of carrying out programs for educationally deprived children in areas with large concentrations of low-income families; (3) activities to improve achievement of children in basic skills; (4) activities to encourage parental participation; (5) development of diagnostic methods for assessing achievement of children, including those in nonpublic schools; (6) professional development programs for teachers, administrators and other instructional personnel; (7) early childhood and family education programs; (8) expanding education beyond the school building; (9) encouraging innovation and improvement in compensatory education efforts. In fiscal year 1980, 5 per cent, and in fiscal year 1981, 10 percent of any increase in the funds available over fiscal year 1979 must be used to improve school management and coordinate all resources to improve means of meeting individual needs of every child in the school; 50 per cent of such increase must be used to advance the purposes set out in (1) above. Fifteen percent must be spent on special programs or projects for the education of children with specific learning disabilities and handicapped children; and expenditures for programs and projects for non- public school children will be equal to expenditures for public school children. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Any State desiring to receive funds from Part C must establish a State Title IV Advisory Council and submit a State plan designating the State educational agency as the sole administrator of the plan. The State Program Plan (submitted not more than once in three years) must provide assurances for non-public participation, provide for State Advisory Council and SEA evaluation of programs and projects, every three years, provide assurances that Federal funds will not be commingled with State funds.

Beneficiary Eligibility: Beneficiaries include State and local educational agencies; elementary and secondary, public and non-public school children; and elementary and secondary, public and non-public school teachers.

Credentials/Documentation: A State Plan is required than once every three years. No specific due date is established, except that the effective date of approval cannot be earlier than July 1, or the date submitted, whichever is later. Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0279-0-1-501.

Obligations: (Grants) FY 78 $192,176,588; FY 79 $197,400,000; and FY 80 est $197,400,000.

Range and Average of Financial Assistance: $840,537 to $17,817,526; $3,749,801.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Dr. Alpheus White, U.S. Office of Education, Bureau of Elementary and Secondary Education, Division of State Educational Assistance Programs, 400 Maryland Avenue, S.W. ROB-3 Room 3010 Washington, DC 20202. Telephone: (202) 245-2592.

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13.493 VOCATIONAL EDUCATION—BASIC GRANTS TO STATES

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

AUTHORIZATION: Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482; 20 U.S.C. 2301 to 2461; 90 Stat. 2168-2213.

OBJECTIVES: To assist states in improving planning and in conducting vocational programs for persons of all ages in all communities who desire and need education and training for employment.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: For vocational education programs; cooperative vocational education programs; energy education programs; construction of area vocational education school facilities; support of full-time personnel to eliminate sex bias; provision of stipends if necessary due to inadequate funding in other programs; placement services for students who have successfully completed vocational education programs if necessary due to inadequate funding in other programs; industrial arts programs; support services for women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men; day care services for children of vocational students; vocational education for displaced homemakers and other special groups; construction and operation of residential vocational schools; vocational training through arrangements with private vocational training institutions; and State and local administration costs. State must use 80 percent of its allotment under Section 102(a) for these purposes. State must also allocate the following minimum portions of their total allotment under Section 102(a) as follows: 20 percent for vocational education for the disadvantaged and for persons who have limited English- speaking ability and for stipends; 15 percent for postsecondary and adult vocational education; and 10 percent for vocation education programs for handicapped persons. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education.

Beneficiary Eligibility: Individuals requiring vocational training.

Credentials/Documentation: Establishment of a State Advisory Council and certification of five-year State Plan and annual program plan by the State board and State Attorney General. Governors (or their designated Plan review agencies must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0273-0-1-501.

Obligations: (Grants) FY 78 est $413,303,288; FY 79 est $430,671,966; and FY 80 est $475,095,810.

Range and Average of Financial Assistance: $143,130 to $35,964,514; $7,250,934.

INFORMATION CONTACTS:

Regional or Local Office: See the appendix for a list of the addresses of HEW regional offices.

Headquarters Office: Richard E. Carlson, Director, Division of Vocational and Technical Education, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-3488.

13.495 VOCATIONAL EDUCATION—PROGRAM IMPROVEMENT AND SUPPORTIVE SERVICE

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

AUTHORIZATION: Vocational Education Amendments of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482; 20 U.S.C. 2301-2461; 90 Stat. 2168-2213.

OBJECTIVES: To assist the states in improving their programs of vocational education and in providing supportive services for such programs.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: To support State research coordination units (RCU) and for contracts by RCU's for research programs, exemplary and innovative programs, and curriculum development programs. To support vocational guidance and counseling programs and services, provision of preservice and inservice training, grants to overcome sex bias, and State and local administration costs. State must use 20 percent of its allotment under Section 102(a) for these purposes and not less than 20 percent of the above amount for vocational guidance and counseling. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education.

Beneficiary Eligibility: Research Coordination Units, contracts with institutions and individuals needing vocational training and services.

Credentials/Documentation: Establishment of a State Advisory Council and certification of five-year State Plan and annual program plan by the State board and State Attorney General. Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Costs will be determined in accordance with FMC 74-4 for State and local governments. State Plan deadline is July 1.

FINANCIAL INFORMATION:

Account Identification: 75-0273-0-1-501.

Obligations: (Grants) FY 78 $103,325,822; FY 79 est $107,667,991; and FY 80 est $112,317,000.

Range and Average of Financial Assistance: $35,782 to $8,991,128; $1,812,733.

INFORMATION CONTACTS:

Regional or Local Office: See the appendix for a list of the addresses of HEW regional offices.

Headquarters Office: Richard E. Carlson, Director, Division of Vocational and Technical Education, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-3488.

13.499 VOCATIONAL EDUCATION—SPECIAL NEEDS

(Special Program for Disadvantaged)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

AUTHORIZATION: Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482; 20 U.S.C. 2370; 90 Stat. 2195.

OBJECTIVES: To provide special vocational education programs for persons who have academic, or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Funds appropriated under Section 102(b) may be used only for special vocational education programs for the disavantaged and allocated within the State to areas of high concentrations of youth unemployment and school dropouts. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education.

Beneficiary Eligibility: Disadvantaged individuals.

Credentials/Documentation: Establishment of a State Advisory Council and certification of five-year State plan and annual program plan by the State board and State Attorney General. Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised). Costs will be determined in accordance with FMC 74-4 for State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0273-0-1-501.

Obligations: (Grants) FY 78 $20,000,000; FY 79 est $20,000,000; and FY 80 est $20,000,000.

Range and Average of Financial Assistance: $6,915 to $1,737,498; $350,877.

INFORMATION CONTACTS:

Regional or Local Office: See the appendix for a list of the addresses of HEW regional offices.

Headquarters Office: Director, Division of Vocational and Technical Education, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-3488.

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10.557 SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR WOMEN, INFANTS, AND CHILDREN

(WIC Program)

FEDERAL AGENCY: FOOD AND NUTRITION SERVICE, DEPARTMENT OF AGRICULTURE

AUTHORIZATION: Child Nutrition Act of 1966, as amended, 42 U.S.C. 1771 et seq; Public Law 92-433; Section 17 of Child Nutrition Act of 1966, as amended; 86 Stat. 729; Public Law 94-105; Section 17 of the Child Nutrition Act of 1966, as amended; 89 Stat. 518; Public Law 95-627, 92 Stat 3603.

OBJECTIVES: To supply supplemental nutritious foods and nutrition education as an adjunct to good health care to participants identified to be nutritional risks because of inadequate income and inadequate nutrition.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants are made to State health or comparable agencies, Indian tribes, bands, or intertribal councils, or groups recognized by the Department of the Interior, or the Indian Health Service of the Department of Health, Education, and Welfare in order to make supplemental foods available to pregnant or lactating women, infants, and children up to five years of age through local public or nonprofit private health or welfare agencies. Funds must be expended to purchase supplemental foods for participants or to redeem vouchers issued for that purpose. Twenty percent of the total Federal funds provided may be used for State and local agency administrative costs. State and local agencies are provided administrative funds according to a formula determined by FNS. Only local agencies qualifying under State agency applications submitted to Department may operate WIC programs.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: A local agency is eligible to apply to participate in the WIC program provided: (a) it gives health services free or at reduced cost to residents of low-income areas; (b) it serves a population of women, infants, and children at nutritional risk; (c) it has the personnel, expertise, and equipment to perform measurements, tests, and data collection specified for the WIC program; (d) it maintains or is able to maintain adequate medical records; and (e) it is a public or private nonprofit health or welfare agency. All applicants must apply through the responsible State or U.S. Territory agency.

Beneficiary Eligibility: Pregnant, postpartum or breastfeeding women, infants, and children shall be eligible if they are determined by a competent professional on the staff of the local agency to be in need of the special supplemental foods supplied by the program, and they have a family income of less than the poverty guideline increased by 95 percent.

Credentials/Documentation: Individuals are certified as meeting an income standard. Certification regarding need for supplemental foods is determined by professionals on staff of local health facility. Costs will be determined in accordance with FMC 74-4 for State and local governments. Of the funds made available to the State, up to 20 percent may be approved for administrative expenses. Governors (or their designated Plan review agency) must be given an opportunity to review the State Plan pursuant to Part III. Attachment A of OMB Circular A-95 (revised).

FINANCIAL INFORMATION:

Account Identification: 12-3510-0-1-604.

Obligations: (Grants) FY 78 $397,718,000; FY 79 est $550,000,000, and FY 80 est $750,000,000.

Range and Average of Financial Assistance: Not presently available.

INFORMATION CONTACTS:

Regional or Local Office: See Food and Nutrition Service Regional Offices listed in Appendix IV.

Headquarters Office: Special Supplemental Food Division, Food and Nutrition Service, Department of Agriculture, Washington, DC 20250. Telephone: (202) 447-8206 (Use same 7-digit number for FTS). Contact: Jennifer Nelson.

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17.232 COMPREHENSIVE EMPLOYMENT AND TRAINING PROGRAMS

(Comprehensive Employment and Training Act of 1973, as Amended)

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Titles I, II, IV, VI, and VII of the Comprehensive Employment and Training Act of 1973, as amended, Public Law 95-524, 92 Stat. 1909, 29 U.S.C. 801 note.

OBJECTIVES: To provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to assure that training and other services lead to increased earnings and enhanced self-sufficiency by establishing a flexible decentralized system of Federal, State, and local programs.

TYPES OF ASSISTANCE: Formula Grants; Project Grants.

USES AND USE RESTRICTIONS: Title I--Administrative Provisions contains the general provisions governing the Act, including the designation of State and local prime sponsors to administer the program, the planning and plan approval process and special responsibilities of the Governor and State and local advisory councils. The title also establishes an Office of Management Assistance to provide support to prime sponsors and contains provisions relating to program audits and investigation and compliance activities. This title also states time limitations for participation in programs authorized by the Act, as well as new provisions for wages for public service employment. Title II--Comprehensive Employment and Training Services - combines the comprehensive manpower services previously authorized under Title I and the public employment programs previously authorized under Title II. Allowable program activities include training, work experience, upgrading, retraining, education, and other services (Parts A, B and C) and transitional public service employment (Part D) needed to enable participants to obtain unsubsidized employment. Participants enrolled in training programs and services (except upgrading and retraining) must be economically disadvantaged and either unemployed, underemployed, or in school. Participants in public service employment must be economically disadvantaged and have been unemployed 15 or more weeks, or on welfare. Title IV - YCCIP--Youth are employed on community-planned projects that produce tangible benefits to the community. The projects are organized by private nonprofit organizations and agencies that are sensitive to the needs of youth. YETP--Projects provide a variety of year-round employment and training activities intended to enhance job prospects and career opportunities that will lead to unsubsidized employment in the public and private sectors of the economy. SYEP--Provided employment and training activities during the summer months-- between the close of and reopening of school but not later than September 30. All programs are targeted to economically disadvantaged, unemployed, or underemployed youth except in YETP where 10 percent of the funds are for youth of all economic backgrounds. Title VI--Provides for a countercyclical public service employment program, authorizing the funding of sufficient jobs to employ 20 percent of the number of unemployed in excess of a 4 percent rate of unemployment when national unemployment is 7 percent or higher. Fifty percent of the funds may only be used for the employment of a persons in projects of limited duration and all persons employed outside of the projects must be employed at entry level positions.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Title II A, B, and C - States, units of general local government having a population of 100,000 or more, consortia of local government units at least one of which has a total population of 100,000 or more, units of local government considered eligible by the Secretary because of special circumstances, U.S. Territories, and a limited number of Concentrated Employment Program grantees in existence in December 1973 when CETA was enacted. Title II D - Applicants qualified under Title II, Parts A-C and Indian tribes on Federal or State reservations, either of which contain areas of substantial (6.5 percent or more) unemployment. Title IV - prime sponsors under Title II of the Act. Title VI - Applicants qualified under Title II, Parts A-C and Indian Tribes on Federal or State reservations.

Beneficiary Eligibility: Title II, Parts A, B, and C - Economically disadvantaged persons (70 percent of the BLS lower living standard budget or OMB poverty criteria) and unemployed, underemployed or in school. Time Limits: work experience - 1,000 hours in one year, 2,000 hours in 5 years; institutional and classroom training - 104 weeks in 5 years. Title II D: economically disadvantaged and unemployed 15 or more weeks or on welfare. Title IV: YCCIP--Youth, 16-19 years of age, who are in-school or out-of-school and unemployed. Preference is given to out-of-school young people who experience severe problems in finding employment. YETP--Youth who are 14-21 years of age, in-school and are unemployed or underemployed and who have severe handicaps in obtaining employment. SYEP--In-school and out-of-school youth, 14-21 years of age. Youth applying for participation in these programs must meet the criteria for economically disadvantaged lower living standard level. Title VI: Unemployed 10 of the last 12 weeks or on welfare, and whose family income does not exceed 100 percent of the BLS lower living standard budget. All programs under the Act limited in duration to two and one-half years in a five year period.

Credentials/Documentation: Prime sponsor must sign assurances and certification that it will comply with the Act, applicable regulations, OMB Circular No. A-95 and that costs will be determined in accordance with FMC 74-4 for State and local governments. For consortia, a copy of the consortium agreement must be provided. A prime sponsor agreement and an annual plan for each Title must be submitted, development of which utilizes input from advisory councils appointed by the prime sponsor. The composition of the required advisory council must be included as part of the prime sponsor's plan. Governors (or their designated Plan review agencies) must be given an opportunity to review the State Plan pursuant to Part III, Attachment A of OMB Circular No. A-95 (revised).

FINANCIAL INFORMATION:

Account Identification: 16-0174-0-1-504; 16-0173-0-1-504.

Obligations: (Grants) FY 78 Titles I, II, and VI, $5,370,456,000; FY 79 est Titles II, and VI $9,253,000,000; and FY 80 est Titles II and VI $8,201,207,000.

Range and Average of Financial Assistance: No established range; based on formula allocations.

INFORMATION CONTACTS:

Regional or Local Office: Contact appropriate Regional Employment and Training Office listed in appendix.

Headquarters Office: Employment and Training Administration, Department of Labor, 601 D Street N.W., Washington DC 20213. Contact: Titles I, II, VI, VII - Hugh Davies. Telephone: (202) 376-7006; Title IV - Robert Taggart. Telephone: (202) 376-2649.

13.808 ASSISTANCE PAYMENTS—MAINTENANCE ASSISTANCE (STATE AID)

(Maintenance Assistance)

FEDERAL AGENCY: SOCIAL SECURITY ADMINISTRATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Social Security Act of 1935, as amended; Public Law 74-271; Titles I, IV-Part A, X, XI, XIV, XVI; 42 U.S.C. 601 et seq, 1301 et seq, 1351 et seq; Public Law 86-571; 24 U.S.C. 321 et seq; Public Law 95- 171; Public Law 95-216 (The Social Security Amendments of 1977); Revenue Act of 1978 and Public Law 95-600.

OBJECTIVES: To set general standards for State administration, to provide the Federal financial share to states for aid to families with dependent children, emergency assistance to families with children, assistance to repatriated U.S. Nationals, and in Guam, Puerto Rico, and Virgin Islands aid to the aged, blind, permanently and totally disabled also, and administration of these welfare programs, and to monitor performance.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Money payments by states-made directly to eligible needy families with dependent children and to needy, aged, blind, or disabled persons in Guam, Puerto Rico, the Northern Marianas, and the Virgin Islands are to cover costs for food, shelter, clothing, and other items of daily living recognized as necessary by each State's program. Payments in the form of money of vendor payments assist needy families in emergency or crisis situations to avoid destitution or provide living arrangements. Under the AFDC program, payments are also made for care of specified children in foster homes or institutions. Federal funds up to $250 per home may be available for home repairs of a home owned by a recipient. Under the fully federally-funded repatriation program, money is provided for food, shelter, clothing, medical care (including hospitalization and treatment of mentally ill persons), and transportation to persons who have been returned to the United States because of destitution and who are not eligible for other financial assistance programs. Funds for State and local administration of programs are for costs of interviewing public assistance applicants for eligibility determination and validation of eligibility; costs of State and local personnel engaged in program direction and management; and other on-going costs and activities related to administering the programs.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State and local welfare agencies which mu: operate under HEW-approved State Plans and must comply wit all Federal regulations governing aid and assistance to needy fam lies with dependent children, and also to needy aged, blind or pe: manently and totally disabled persons in Guam, Puerto Rico, an the Virgin Islands.

Beneficiary Eligibility: Needy families with dependent children de prived of parental support or care, and families with childre needing emergency welfare assistance; destitute repatriates; c needy aged, blind or permanently and totally disabled persons i Guam, Puerto Rico, and the Virgin Islands.

Credentials/Documentation: Federal funds must go to a certifie State welfare agency. Individuals must meet State eligibility re quirements. Governors (or their designated Plan review agencie: must be given an opportunity to review the State Plan and pursu ant to Part III, Attachment A of OMB Circular No. A-95 (re vised). Costs will be determined in accordance with FMC 74-4 fc State and local governments.

FINANCIAL INFORMATION:

Account Identification: 75-0412-0-1-604.

Obligations: (Grants) FY 78 $6,571,605,000; FY 79 $6,668,620,0C and FY 80 est $7,056,710,000.

Range and Average of Financial Assistance: $1,177,000 $921,000,000; $119,558,000.

INFORMATION CONTACTS:

Regional or Local Office: Individuals needing assistance should co tact the local welfare agency. States should contact Regional C fices (see appendix).

Headquarters Office: George L. Roberts, Social Security Administr tion, Office of Family Assistance, Department of Health, Educ tion, and Welfare, 330 C Street S.W., Washington, DC 202C Telephone: (202) 245- 1694.

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13.975 ADOLESCENT PREGNANCY PREVENTION AND SERVICES

FEDERAL AGENCY: OFFICE OF THE ASSISTANT SECRETARY FOR HEALTH, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: The Health Services and Centers Amendments of 1978, Public Law 95-626, Title VI, 42 U.S.C. 300a-21.

OBJECTIVES: To establish networks of community-based health, education, and social services for adolescents at risk of unintended pregnancies, for pregnant adolescents, and for adolescent parents.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Funds may be used for establishing or supplementing core services, including pregnancy testing, maternity counseling and referral for related services, family planning services, primary and preventive health, including pre and post-natal care, nutrition information and counseling, etc. JOINT FUNDING: This program is considered suitable for joint funding with closely related Federal financial assistance programs in accordance with the provisions of OMB Circular No. A-111. For programs that are not identified as suitable for joint funding, the applicant may consult the headquarters or field office of the appropriate funding agency for further information on statutory or other restrictions involved.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State and local governments; any nonprofit public or private organization.

Beneficiary Eligibility: Adolescents at risk of unintended pregnancies, pregnant adolescents, adolescent parents.

Credentials/Documentation: The applicant must provide proof of nonprofit status. Costs will be determined in accordance with FMC 74-4 for State and local governments; all other applicants in accordance with 45 CFR Part 74, Subpart Q.

FINANCIAL INFORMATION:

Account Identification: 75-1101-0-1-550.

Obligations: (Grants) FY 79 $740,000; FY 80 est $13,000,000; and FY 81 est $13,000,000.

Range and Average of Financial Assistance: $10,000 to $1,000,000; $250,000.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Office of Adolescent Pregnancy Programs, Office of the Assistant Secretary for Health, DHEW, Room 725-H, 200 Independence Ave., S.W., Washington, DC 20201. Telephone: (202) 472-9093.

FOOTNOTES

1. Arthur A. Campbell, "The Role of Family Planning in the Reduction of Poverty," Journal of Marriage and the Family, 30, 1968, p. 238.

2. Ibid.

3. The Alan Guttmacher Institute, 11 Million Teenagers: What Can Be Done About The Epidemic of Adolescent Pregnancies in the United States (New York: Planned Parenthood Federation of America, Inc., 1976), pp. 9-11.

4. Audrey E. Jones and Paul Placek, Ph.D., Teenage Women in the USA: Sex, Contraception, Pregnancy, Fertility, and Maternal and Infant Health (Washington, D.C.: Family Impact Seminar, 1978), p. 14.

5. The Alan Guttmacher Institute, op. cit., p. 11.

6. National Commission for Employment Policy, Increasing the Earnings of Disadvantaged Women (Washington, D.C., 1981), p. 32.

7. Lloyd Bacon, "Early Motherhood, Accelerated Role Transition and Social Pathology" in Social Forces (Chapel Hill: University of North Carolina Press, Volume 52, No. 3, 1974), pp. 333-334.

8. Harriet B. Presser, "Social Consequences of Teenage Childbearing," Paper presented at the Conference on Research on the Consequences of Adolescent Pregnancy and Childbearing, sponsored by the Center for Population Research, National Institute of Chile Health and Human Development and the Alan Guttmacher Institute, Washington, D.C., October 29-30, 1975.

9. Stephen Boochever, Improving Services to Young Parents through CETA (Washington, D.C.: National Association of Counties Research (NACOR), 1980), p. 16.

10. U.S. Department of Labor, Bureau of Labor Statistics. Special Labor Force Report #219, 1979.

11. Kristin A. Moore, et. al., Teenage Motherhood: Social and Economic Consequences (Washington, D.C.: The Urban Institute, January, 1979), pp.1-13; James Trussell and Jane Menken, "Early Childbearing and Subsequent Fertility," Family Planning Perspectives, 10, No. 4, July/ August 1978, pp. 208-218.

12. Trussell, ibid.

13. Moore, op. cit.; and Karen Mason, Women's Labor Force Participation and Fertility (Research Triangle Park, N.C.: Research Triangle Institute, 1974).

14. Frank Mott and Lois B. Shaw, Work and Family in the School-Leaving Years (Columbus, Ohio: Ohio State University), 1978, p. 12.

15. Moore, et. al., op. cit., pp. 15-19.

16. Guttmacher, op. cit.

17. Moore, et. al., op. cit., pp. 27-30.

18. Kristina Cannon-Bonventre and Janet Kahn, The Ecology of Help-Seeking Behavior Among Adolescent Parents: Executive Summary (Cambridge, Massachusetts: American Institutes for Research, January 1979), pp. 8-9.

19. Cannon-Bonventre and Kahn, ibid.

20. Frank F. Furstenberg and Albert G. Crawford, "Family Support: Helping Teenage Mothers to Cope," Family Planning Perspectives, 10, No. 6, November-December 1978, pp. 322-33.

21. Presser, op. cit.

22. Frank F. Furstenberg, Burdens and Benefits: The Impact of Early Childbearing on the Family (Washington, D.C.: Family Impact Seminar, 1978), pp. 1-31.

23. Donald J. Boyce (ed.), Adolescent Fertility (Chicago University of Chicago, 1977).

24. Marion Howard, "Improving Services for Young Fathers," Sharing, Spring, 1975, pp. 10-22.

25. Josefina J. Card and Lauress L. Wise, "Teenage Mothers and Teenage Fathers: The Impact of Early Childbearing on the Parents' Personal and Professional Lives," Family Planning Perspectives, 10, No. 4, July/August 1978, pp. 199-205.

26. The Alan Guttmacher Institute, op. cit.

27. J.A. Menken, "The Health and Social Consequences of Teenage Childbearing," Family Planning Perspectives, 4, 1972, p. 45-53; N. Bingol, D. Reininger, J. Rich, E. Dosub and E. Wasserman, "What Happens to Babies Born to Adolescent Mothers?" Pediatrics Research, 6, 1972, p. 328; G. Stickle, "The Health of Mothers and Babies: How Do We Stack Up?" The Family Coordinator, 26, 1977, pp. 205-210.

28. May Aaronsen and Selma Greenhouse (eds.), Child-Rearing Programs for School-Age Parents: A Resource Guide (Washington, D.C.: National Institute of Mental Health, 1980); V. de Lissovoy, "Child Care by Adolescent Parents," Children Today, July-August 1973, pp. 22-25; H. P. David, "Unwanted Pregnancies - Costs and Alternatives," in C. F. Westoff and R. Parks (eds.), Commission on Population Growth and the American Future, Research Reports, Vol. 1, Demographic and Social Aspects of Population Growth (Washington, D.C.: U. S. Government Printing Office, 1972); J. F. Jekel, N. C. Tyler, I. W. Gabrielson, D.R.E. Bancroft and L. V. Klerman (eds.), "Life Threatening Behavior Among School-Age Mothers," in U S DHEW Study of Programs for Unwed Teenage Mothers (Washington, D.C.: National Technical Information Service, 1973); D. O. Youngs and J. R. Niebyl, "Adolescent Pregnancy and Abortion," Medical Clinics of North America, 59, 1975, pp. 1419-1427.

29. Furstenberg, op.cit.; Wendy Baldwin and Virginia S. Cain, "Children of Teenage Parents," Family Planning Perspectives, 12, No. 1 January/February 1980, pp. 34-43.

30. Mitchell Lazarus, The Most Significant Minority: One-Parent Children in School (Arlington, Va.: National Association of Elementary School Principals, 1980).

31. Kristin A. Moore, "Teenage Childbirth and Welfare Dependency," Family Planning Perspectives, 10, No. 4, July/August 1978, pp. 233-235.

32. "An Analysis of Government Expenditures Consequent on Teenage Childbirth," (Menlo Park, Ca.: SRI International, April 1979).

33. Family Planning Public Affairs Office, "Facts of Life in New Jersey," New Jersey Family Planning News, November/December 1978.

34. Sharon J. Alexander, Cathlene D. Williams and Janet B. Forbush, Manual on State Policies Related to Adolescent Parenthood (Washington, D.C.: National Association of State Boards of Education, 1980).

35. I. H. Goldstein and H. M. Wallace, "Services for Needs of Pregnant Teenagers in Large Cities of the United States, 1976," Public Health Reports, 93, 1978, p. 46.

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38. Alexander, op. cit.

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